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## ABSTRACT

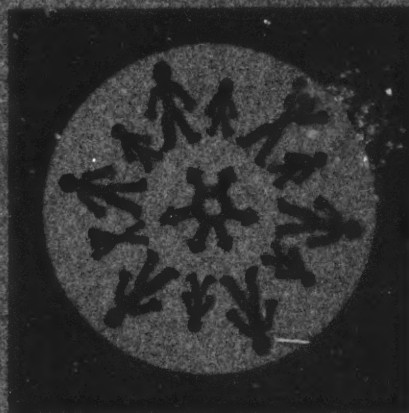
With the creation of Public Act 761 in 1967, the State of Connecticut became one of the first states to encourage a program of collaboration and parity between schools and colleges in teacher education activities. The law took advantage of the one point in teacher education where theory and practice meet: the clinical experience of supervised practice teaching. This report analyzes, retrospectively, the various projects and activities generated by Public Act 761 and the subsequent Public Act 230. These projects and activities include a Joint Teacher Education Committee, advisory committees, pilot projects, and conferences. In addition to background sections on each of these activities, the report contains a summary of Public Act 761 and abstracts of the pilot projects funded under this law. The study highlights (1) some strategies implicit in developing cooperation to the level of collaboration between colleges and schools, (2) some of the changes fostered in the practice and the environment for the student teaching experience, and (3) the support needed to maintain the directions developed. Appendixes include the names of the evaluation team and the advisory committee for teacher education pilot projects; maps of the state, with the distribution of institutions and school systems that submitted proposals; and copies of questionnaires and key questions used in the evaluation study. (Author/DDO)

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A REPORT:  
THE FIRST FIVE YEARS ACTIVITIES UNDER  
PUBLIC ACT 761 AND PUBLIC ACT 230  
REVIEW AND RECOMMENDATIONS



U.S. DEPARTMENT OF HEALTH,  
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A report to the Connecticut Joint  
Teacher Education Committee of the  
State Board of Education and  
the Commission for Higher Education

Submitted by:

The New England Program in Teacher Education  
Fetzer Brook Offices, Durham, N. H.

November 1, 1973

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A REPORT:

THE FIRST FIVE YEARS ACTIVITIES UNDER

PUBLIC ACT 761 AND PUBLIC ACT 230 - REVIEW AND RECOMMENDATIONS

A report to the Connecticut Joint Teacher Education Committee of the State  
Board of Education and the Commission for Higher Education

established under P.A. 761 and P.A. 230

Submitted by

The New England Program in Teacher Education, Inc.  
Durham, New Hampshire 03824

November 1, 1973

SP 109 608

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## A. Introduction

The written history of educational reform of the 1960's and 1970's will reveal that change in teacher education was a major effort of the period. Connecticut has a unique place in this history. With the creation of Public Act 761 (1967) the State of Connecticut became one of the first states to encourage a program of collaboration and parity between schools and colleges in teacher education activities. The particular projects funded under the law and the surrounding activities are here analyzed. The law took advantage of the one point in teacher preparation where theory and practice meet: the clinical experience or supervised practice of teaching. Many hoped that the projects would be visible and demonstrable rearrangements of existing practices that improved standards for teacher education. This report reviews the activities and projects that were generated by P.A. 761 and the subsequent P.A. 230.

This report is made to the Joint Teacher Education Committee (JTEC) for its use. This study highlights (1) some strategies implicit in developing cooperation to the level of collaboration between colleges and schools; (2) some of the changes fostered in the practice and the environment for the student teaching experience; and (3) the support needed to maintain the directions developed.

### Scope of Responsibility

The study group was charged with the review and analysis of the activities supported by funds made available under P.A. 761 and P.A. 230. These activities included:

- Joint Teacher Education Committee (JTEC)
- Advisory Committee(s)
- Pilot Projects
- Conferences

This review was retrospective. The purpose was to describe what was achieved, what was learned and what could be disseminated to others interested in the improvement of Teacher Education programs through increased school and college collaboration.

The study was not an in depth evaluation of the quality or appropriateness of the specific activities in each Pilot Project. While much basic information could only be gleaned by examining the pilot projects closely, the study focused more on interrelations, residue, and effect on the key concepts propounded in the law:

- collaboration
- improved student teaching and probationary teaching experiences
- change in college courses and methods of instruction
- improved supervision procedures

It is important to note that the study group assumed that the conferences, the joint teacher education committee and the advisory committee were activities which affected the development of the key concepts. This assumption was based on the perception that the meetings of these groups were the places where information was communicated about the goals, expectations, and accomplishments of P.A. 761 and P.A. 230.

#### Procedures

The review of P.A. 761 and P.A. 230 activities occurred in four interrelated stages:

##### Stage one: Accumulation of Basic Information

1. collection and study of all written documentation
2. preparation of explanatory background papers
3. preparation of Pilot Project abstracts
4. background sessions with Commission and State Board staff for pilot projects

##### Stage two: Clarification of Goals and Assumptions

1. meetings with Joint Teacher Education Committee
2. review of written materials
3. open ended discussion of P.A. 761 and P.A. 230 activities with a random sample of project related personnel
4. review of open-ended responses from Advisory Committee

##### Stage three: Field Activities

1. preparation of draft questionnaire
2. revision of questionnaire
3. specification of key questions by Evaluation Team
4. field interview of funded projects

5. questionnaire request to randomly selected personnel from funded and non-funded projects
6. phone interview with persons whose names were mentioned more than twice and who were not contacted otherwise
7. observation of Advisory Committee and Joint Teacher Education Committee meetings during the period of the study
8. interviews with persons involved in the Conferences

#### Stage four: Report Preparation

1. review of background drafts
2. review of materials from each project and for each activity
3. review of site visit reports
4. review of draft position papers by evaluation group members
5. review of reactions to preliminary verbal report to Joint Teacher Education Committee
6. draft final report
7. review of final report by total evaluation group
8. presentation of Final Report to Joint Teacher Education Committee

#### Assumptions

As a group of evaluators experienced in teacher education we brought to the study certain relevant values:

1. The practice of teaching is changed through the analysis, implementation and evaluation of actual classroom activities.
2. Organizational development occurs through the initiative of committed persons reflecting on their ongoing opportunities.
3. Formal statements of expectations, goals, strategies, assumptions become more precise after one looks back over a large amount of common experience.

We have performed this evaluation from a special perspective. It seems important to state as clearly as possible our frame of reference and our assumptions.

Available to us were the written or verbal reports of action, either planned or completed. We have tended to classify all of this information in the following general categories with the accompanying working definitions:

1. Goals. Goals are events or states of affairs which are planned or preferred to other events or outcomes.
2. Assumptions. Assumptions are beliefs or hypotheses about the world -- it may be a belief about people, about situational contingencies.
3. Strategies. Strategies are recurrent patterns of action, things done repeatedly or consistently with an end, however remote or near, in mind.

4. Outcomes. Outcomes are simply consequences. They result from the actions.

We thought of the activities under public act 761 and public act 230 as a developing strategy for change where committed persons held common goals. We felt that most would hold these goals consistently across all of the activities even when the other persons involved in a project or conference were not necessarily explicitly informed of these goals as well as when individuals or projects had other even possible conflicting goals.

We assumed that the assumptions were the law which sought to respond to priority social and educational needs of the period.

We assumed the goals to be:

1. collaboration between colleges and schools
2. improved student teaching and probationary teaching experience
3. change in college courses or experiences
4. more rapid adoption of innovation in school classrooms.

We assumed the strategy for organizational development to emphasize:

1. changing the communication and influence patterns between school and college personnel by involving them together.
2. changing the way supervised practice in teaching was available to the student and probationary teacher and the way supervision was practiced by the cooperating teacher (school) and the supervising teacher (university) by testing new patterns of exposure to and involvement with alternative instructional approaches.
3. encouraging the professionals in teacher education in Connecticut to learn about what each was doing and as a consequence help institutions change their programs for teacher education by arranging for as many as possible to talk together about teacher education.

We hypothesized that there was not an explicitly articulated or developed strategy that was public to all parties. The existence of an informal procedure suggested a decision making style where needs, priorities and constraints grew from a consensus among the people in the projects or on the committees. This style would allow the program to be responsive to legislative, college, school system and personal realities, as well as to the limited research and development expertise available. This approach would allow a strategy to evolve.

Finally, we hypothesized that the practitioners who implemented the Pilot Projects and conferences would be task oriented persons. As such they would be more interested in making the project work than in examining, analyzing and reporting its results or effects.

The outcomes are the Projects, Conferences, and written or verbal communications.

Our study procedures took advantage of the willingness of many persons to talk with and to write to us. Some were asked to respond more than once and to more than one of us. Seeing activities from many differing perspectives helped the evaluation group gain a more complete picture of the complexity of the undertaking and the energy and commitment of many persons over the five years of the Pilot Project effort. Much of the life of the Pilot Project effort comes from a few board members and a cadre of professionals who have given constantly of their time and ideas.

STATUTES: STATE OF CONNECTICUT

Sec. 10-155a. Cooperative arrangements for teacher training.

(a) As used in sections 10-155a to 10-155d inclusive: "Local board" means any town or regional board of education; "eligible teacher training institution" means any institution of higher learning in the state which offers an approved program for preparation of teachers for public elementary or secondary schools; "probationary teacher" means a teacher who is not eligible for tenure under the provisions of subsection (b) of section 10-151.

(b) The commission for higher education and the state board of education shall jointly establish and conduct a program to provide grants for cooperative arrangements between local boards of education and eligible teacher training institutions designed to provide effective clinical experience for prospective and probationary public school teachers. Said commission and said board shall develop and promulgate guidelines concerning the submission of proposals describing cooperative arrangements for which grants are sought. Such guidelines shall specify the following conditions relative to any cooperative arrangement to be supported: (1) The cooperative arrangement shall be evidenced by a proposal jointly prepared and executed by one or more eligible teacher training institutions and one or more local boards of education; (2) such proposal shall describe the clinical experience to be provided for prospective and probationary teachers, which shall include for prospective and probationary teachers, which shall include, for prospective teachers, at least one period of sustained teaching practice of substantial duration, and which shall be cooperatively supervised by qualified professional personnel of both the teacher training institution and the local board of education; (3) such proposal shall contain an explanation of how the cooperative arrangement will further the objective of improving the effectiveness of preparation of persons who are pursuing or intending to pursue a career in elementary or secondary education and shall include an explanation of the relationship between the clinical experience to be provided for them and their subject matter education, and (4) such proposal shall contain a statement of the prevailing general policies and practices of the local board of education relative to the supervision of teaching practice by prospective teachers and teaching by probationary teachers, including a statement of the experience required or preparation provided for persons engaging in such supervision. The guidelines may specify such other conditions as are determined by said commission and said board to be necessary or desirable to fulfill the purpose of sections 10-155a to 10-155d, inclusive. (1967, P.A. 761, S. 1,2.)

Addendum A

Sec. 10-155b. Subcommittee and advisory committee for program.

(a) The commission for higher education and the state board of education may delegate to a joint subcommittee of their members the responsibility for establishing and conducting the program authorized by subsection (b) of section 10-155a and shall appoint an advisory committee of not less than ten qualified professional personnel from eligible teacher training institutions, both public and private, and local boards of education. The members of the advisory committee shall include persons who are active in the preparation of teachers for, and persons who are employed in, public elementary and secondary schools. The advisory committee shall advise and assist the commission for higher education and the state board of education in preparing the guidelines called for in said subsection (b) and in evaluating and selecting for grants the proposals for cooperative arrangements submitted thereunder. The members of the advisory committee shall receive reimbursement of their expenses incurred in so serving. (b) Said commission shall provide the staff needed to carry out the program authorized by said subsection (b). (c) Nothing in sections 10-153a to 10-155d, inclusive, shall be construed as establishing a new requirement for a certificate of qualification for persons serving as supervisors of teaching practice by prospective teachers or teaching by probationary teachers. (1967, P.A. 761, S.3.) Effective July 6, 1967.

Sec. 10-155c. State grants. Grants for cooperative arrangements authorized by subsection (b) of section 10-155a shall be provided on such terms and conditions as the commission for higher education and the state board of education determine to be advisable to fulfill the purposes of sections 10-155a to 10-155d, inclusive. Any such grant may be up to an amount equal to the full estimated cost to be incurred by the teacher training institution and by the local board of education in conducting and evaluating the cooperative arrangement. Such cost may include but is not limited to regular salaries or fractions thereof, together with associated retirement and other fringe benefits, for personnel of the teacher training institution and the local board of education, stipends for personnel of the local board of education engaged in supervision of prospective teachers or probationary teachers; stipends for persons engaged to participate in seminars or workshops conducted as part of the cooperative arrangement; preparing or purchasing training materials, devices and equipment; travel; and communications. In awarding grants hereunder, said commission and said board shall give preference to (a) cooperative arrangements which will provide clinical experience in public schools serving children whose educational achievement has been or is being restricted by economic, social or environmental disadvantages; (b) projects which receive financial support from the federal government, and (c) projects which focus on the training of teachers. (1969, P.A. 230).

## 1. The Law

Public Act 761, An act to Strengthen and Improve Teacher Education Through the Establishment of Pilot Projects, of the 1967 Connecticut General Assembly was introduced by Representative William T. Blake of West Haven, Connecticut. Legislative interest in teacher education preceeded this act. Public 230 (1965) established a state wide system for higher education. In addition to program coordination and accreditation, the Commission for Higher Education was charged with one study - an evaluation study of teacher training programs. This study report is entitled Teacher Education - An Urgent Matter (1966) by the Academy for Educational Development, Inc. Legislative interest in teacher education continues in each session through continued funding and the passage of new laws on related subjects.

The content of Public Act 761 seems to have been drawn from the report, Teacher Education Still an Urgent Matter. The report specifically recommends:

Criteria for approval...Teacher Education programs...establishment... clinical teachers in...public schools, institutes for clinical teachers, state financing or proposed institutes. No. 14 Commission...establish... series of special institutes...to prepare...clinical teachers...through inter-institutional efforts... (taken from "Abstract of Recommendations Teacher Education...An Urgent Matter from a Report by the Academy for Educational Development, Inc.")

The law creates:

(1) a program operated jointly by the Commission for Higher Education and the State Board of Education to provide grants "for cooperative arrangements between local boards of education and eligible teacher training institutions designed to provide effective clinical experience for prospective and probationary public school teachers."

- (2) a joint sub-committee of members of the Commission and the Board;
- (3) an Advisory Committee.

A most interesting aspect of the law is the mandating of:

conditions relative to any cooperative arrangement. . . (a) The cooperative arrangement shall be evidenced by a proposal jointly proposed and executed by one or more eligible teacher training institutions and one or more local boards of education; (b) such proposal shall describe the clinical experience to be provided for prospective and probationary teachers which shall include, for prospective teachers, at least one period of sustained teaching practice of substantial duration, and which

shall be cooperatively supervised by qualified professional personnel of both the teacher training institution and the local board of education; (c) such proposal shall contain an explanation of how the cooperative arrangement will further the objective of improving the effectiveness of preparation of persons who are pursuing or intending to pursue a career in elementary or secondary education and shall include an explanation of the relationship between the clinical experience to be provided for them and their subject matter education; and (d) such proposal shall contain a statement of the prevailing general policies and practices of the local board of education relative to the supervision of teaching practice by prospective teachers and teaching by probationary teachers, including a statement of the experience required or preparation provided for persons engaging in such supervision. (underline added)

While the law does not specify which agency is to administer the funds, funds when appropriated have been administrated through the Commission for Higher Education which was charged by this act to provide staff for the program.

Section 5 of the Act relates primarily to the Commission for Higher Education on the related but different topics of experimentation and research in the preparation of teachers. One could interpret the law to say that another Advisory Committee to the Commission is hereby created. This section and its implementation remain unclear. The potential for confusion is great, since the reporting on the joint program authorized under section 2 is also carried in this section. We were not made aware of the actual existence of an additional Advisory Committee to the Commission for experimentation and research in the preparation of teachers. The impression remains that the Advisory Committee was assumed to also carry this function.

The 1969 General Assembly amended Public Act 761 by Public Act 230 by adding to the preference clause the underlined portion:

In awarding grants hereunder, said commission and said board shall give preference to (a) cooperative arrangements which will provide clinical experience in public schools serving children whose educational achievement has been or is being restricted by economic, social or environmental disadvantages, (b) projects which recieve financial support from the federal government, and (c) projects which focus on the training of teachers of teachers.

Over the five year period covered in this report the following amounts have been available for expenditure:

|           |            |                  |
|-----------|------------|------------------|
| 1968-1969 | (biennium) | \$124,000        |
| 1969-1970 |            | 62,261           |
| 1970-1971 |            | 56,075           |
| 1971-1972 |            | 56,000           |
| 1972-1973 |            | 60,500           |
| 1973-1974 |            | 62,900           |
| TOTAL     |            | <u>\$422,086</u> |

This unique law made explicit two forms of collaboration, the establishment of pilot projects and the Joint Teacher Education Committee. The expectations for the pilot projects are rather explicit in the criteria approval statements and the statement of preference in the law (quoted above). Implicit in these statements were also expectations that this approach would improve the supervision (evaluation) of teaching, the quality of college teacher education programs, and facilitate the introduction of innovation in schools and colleges.

In addition, many persons reported that the projects were expected to help local schools and colleges recruit different kinds of teachers. We do not find this in the law.

In Section 3 the Joint Teacher Education Committee becomes the responsible body for establishing and conducting the program. Many reported that the Joint Committee was created to give status and credibility to joint program development, joint financing and joint policy development between the key agencies involved in teacher education: the State Board for the schools and the Commission for the colleges. The reported expectation was that continuous involvement of these agencies through the policy boards and senior staff would increase program efficiency in the teacher education programs. The law does not explicitly state any of this.

The law assumes a documentation of activities that would lead to an articulation of:

- (1) arrangements for collaboration
- (2) policy and practice in supervising practice teaching and probationary teaching
- (3) improved college programs with closer relation of clinical experience and subject matter preparation
- (4) services for children "restricted by economic, social, or environmental disadvantages."

And in Section 3 it clearly states that:

"nothing in this act shall be construed as establishing new requirements for a certificate..."

The funding level does not seem to have been tied to the needs of the idea, nor to the availability of funds, nor to the level of interest by colleges and schools in joint efforts. Rather it is reported that there was a hope that such collaboration could work to change teacher education programs by internal growth. In contrast to some other states and some federal efforts the pilot project effort grew from a very small base of dollars by seeking to attract people willing to change in the direction of cooperative arrangements. It is considered a good and useful law by those who have come into contact with it.

## 2. The Joint Teacher Education Committee

The law provides the opportunity to the Commission and the State Board to create a symbol of cooperation: "a joint subcommittee of their members." This subcommittee would be the vehicle to jointly establish and conduct the program authorized under P.A. 761. This decision making body would represent at the highest state policy level the cooperation in program development sought by the law. Until October 1973 the State Board was represented by Senior Department Personnel: usually the Commissioner or Deputy, a staff associate and the Head of Teacher Certification. No evidence was presented that the State Board was formally represented by members of that Board. The Commission had formal representation of designated Commission members, Miss Anne Hogan, Dr. Orville Sweeting and Sister Mary Theodore for the period covered by this study. Senior Commission Personnel: Chancellor, Vice Chancellor, Staff person, were also present at Joint Teacher Education Committee meetings. The Joint Teacher Education Committee operated for the period of this study in an unbalanced representation situation.

Yet the evidence available indicates that effective projects and other activities were implemented. The evidence is that the energy, persistence and commitment of those board members who did serve on the Joint Teacher Education Committee assured a valid test of this exciting idea.

The Joint Teacher Education Committee created the Advisory Committee described in the law. In addition, it used staff from the Commission and, for the first 2 years, outside consultants to assist in proposal review. An outside evaluation of the first year projects was also undertaken.

Decisions were made by the JTEC on guidelines, projects to be funded, and other necessary activities to be undertaken upon recommendations from the staff and the Advisory Committee. The information base for decisions was

- (1) the proposals themselves
- (2) evaluation comments from staff, evaluators, and the Advisory Committee

The evidence is that members of the Joint Teacher Education Committee persistently sought out projects which

- (1) stressed and developed collaboration between colleges and schools
- (2) addressed learning problems of children with special needs
- (3) provided for early and extensive exposure and training in the classroom and community

The JTEC had high expectations about the amount of background information and follow-up the staff or Advisory Committee could provide. It has been consistently noted by many that Staff, the Advisory Committee, and consultants did not have the time available to respond as comprehensively as they would have liked to to the JTEC requests.

Follow up information on projects was provided to the JTEC by the projects in the form of summary reports or presentations in a public hearing format. Some projects indicated an interest in having the JTEC itself visit their activities in progress. Few field persons reported that they saw their arrangements as part of a larger effort to meet:

- (1) legislative expectation to reduce duplication
- (2) school expectation to respond to filling critical personnel needs
- (3) college expectation to test new arrangements which could be copied by others.

There was a lack of understanding in the field of the larger goals of cooperation represented by the JTEC. Both the colleges and the schools assumed their present, existing responsibilities, then they created a project to answer possibly simpler questions like:

- How can we get more and earlier experience for young people wanting to teach?
- How can we make teacher education more systematic and scientific?
- What can we do within existing certification laws and university regulations?

The Joint Teacher Education Committee has had the difficult task of suggesting that more basic questions need be asked. The JTEC continued to ask the key questions of Public Act 761 and Public Act 230:

- (1) how can collaboration be developed?
- (2) how do you develop a more relevant and responsive preparation?
- (3) how do you describe what are the existing policies and procedures for clinical experiences?

There is evidence that by maintaining its visibility as the state level group asking questions about teacher education, the JTEC is seen by some as having responsibility for activities beyond the purview of P.A. 761 and P.A. 230.

The latest such examples are

- (1) P.A. 414 (1971) developing a report of findings and recommendations to assist paraprofessionals employed in the Public Schools.
- (2) P.A. 260 (1972) developing a program to obtain and disseminate information on new programs and methods of education, and a program to recruit, train, and retrain personnel needed in improved education programs.

The evidence presented indicates some confusion about the responsibility of the JTEC for new more volatile teacher education issues at hand (e.g., performance evaluation). Some suggest that it would be helpful if the JTEC formally announced the assignments it had accepted from the legislature, the State Board and the Commission as distinct from the Pilot Projects assignment.

### 3. Staff and Advisory Committee

Staff for the P.A. 761 and P.A. 230 has been provided by the Commission. One central office staff member, a generalist with assignments across many areas, has this assignment as one of many diverse responsibilities. The staff has responded within available time to demands of the projects, the Advisory Committee, the JTEC, and the legislature. Despite the limited available staff and time, the evidence is that response has been direct, responsive even if sporadic and discontinuous. Projects reported minimal contact from the state level, yet they are positive about the limited "bureaucratize" involved in implementing their projects. They note that they have not provided some written analysis and summaries because there was no one centrally "nagging" them. The evidence is that the amount of staff time available was not sufficient to assure detailed follow-up.

The Advisory Committee, as constituted by the law, is appointed by the JTEC and consists of not less than ten qualified professional personnel from eligible teacher training institutions, both public and private, and local boards of education. The members of the Advisory Committee include "persons who are active in the preparation of teachers for, and persons who are employed in, public elementary and secondary schools." The Committee also includes some public members. The Advisory Committee advises and assists the Joint Teacher Education Committee, in preparing the guidelines, in evaluating, and in selecting among the proposals for cooperative arrangements submitted for grants early.

The first committee was constituted from a list of nominations received from members of the JTEC and from the colleges and the schools. This committee and subsequent ones have been representative of the constituencies as directed by law, as well as of the community. The information provided indicates that during the early years the Advisory Committee was quite confused about its role, function, and scope of responsibility. While no one explained the confusions,

they seem based in part on the overlap in jurisdiction with the other committee described in section 5, P.A. 761. Other specific reasons for confusion cited were the existence of guidelines for phase I projects before the creation of the Advisory Committee, the existence of other outside evaluators, and the existence of other groups with jurisdiction over teacher education matters in the State. Resolution of the confusion and conflicts seems to have come when the JTEC designated the advisory committee as the body charged by the JTEC with determination of guidelines, proposal review and recommendations for project approval. In fact, the Advisory Committee now (1) reviews the guidelines and criteria with the JTEC for suggestions and priority directions, (2) establishes some internal criteria and directions based on previous experience and discussion of available proposals, (3) establishes a few priority directions for program development and recommends funding in these directions and (4) reports through co-chairpersons one school and one college to the JTEC.

The priorities represented by the projects recommended for funding while somewhat diffuse in subject matter are representative of needs during the last five years. There is little evidence that the needs addressed were chosen as the result of systematic analysis and selected strategy for reform and program development. Good ideas that were realizable and would involve schools and colleges in more intense concern about clinical practice were selected. It is evident that the Advisory Committee has established its priorities and strategies based on the consensus of a representational group and in consultation with others. There is some evidence that teacher, expert consultant, and community representation was not as extensive as some would hope. Nevertheless the projects funded did reach into need areas of interest to community groups.

The evidence is that the Advisory Committee's project selection and recommendation procedures have been objective in the context of existing information and procedures. Projects have received a fair and comprehensive review. There has

been a public process to control for conflict of interest. The Committee has asserted some concern for strategic impact by requesting that similar projects collaborate to reduce overlap competition and redundancy. To the Committee's credit, the one major effort in this direction, the Consortium on Performance Based Teacher Education, did effect the redirection of most proposed projects invited to join the consortium and a more systematic recording of actual practice.

Written documentation of Advisory Committee action is at a minimum. Some of the most creative alternatives we were told the committee discussed were not recorded. The record of strategy discussions to reach consensus was not available for analysis.

#### 4. The Conferences

By mid 1970, the JTEC had three years experience. Information existed from seventeen (17) projects, from outside evaluators, from the Advisory Committee and from internal discussions. All these efforts suggested a need to review the directions for teacher education in the 1970's. This was the original topic of a Conference called for January 11 and 12, 1971, and its follow-up on April 29, 1972. The conferences acted as informal surveys of needs and possibilities in teacher education for the 70's and were open to Connecticut professionals and lay persons. Starting from an open ended agenda, the January conference focused on restructuring certification and regional support centers as vehicles to support experimentation and innovation in all areas of teacher education. At the first conference it was practically a unanimous decree that:

1. A commission be appointed by the State Board of Education to review the state certification regulation and process, and make recommendations for restructuring them as appropriate. In doing so, the commission should give serious consideration to the nearly unanimous opinion of those present that certification should be based on demonstrated ability to perform rather than on courses and degrees. The commission was requested to report to the Secretary not later than January 31, 1972. The commission membership would include, at least, representatives from the community at large, public schools (including both teachers and administrators), private schools, higher education, industry, and the General Assembly.
2. An extensive internship experience be required prior to certification.
3. The prospective teacher, at an early point in his preparation be involved with children and the larger community.
4. More meaningful and extensive supervision of prospective teachers be requested.
5. Local boards of education, through their superintendents, be allowed to appoint to their staff a certain percentage of persons who are not certified, giving each person up to two years to complete a teacher preparation program.
6. Provision for the review of the contract status of a teacher be made every five years. Objective measures would have to be developed to ensure a fair review.
7. The use of non-professional persons in instructional and non-instructional jobs in the schools be encouraged. Training programs and a career ladder for those persons who wish to advance would be developed.

The follow up conference stressed the need for on-going financial and policy support of experimentation and innovation. Much discussion centered on what should be included in a relevant teacher preparation program. There was support for on-going and systematic experimentation and numerous criteria and mechanism for innovation in teacher education were presented, a coherent comprehensive direction was not visible. In late Spring 1971 the JTEC funded seven (7) pilot projects addressing different topics.

Yet the forces had been set in motion in January, 1971, which would lead to a targeted effort in 1972. The State Advisory Board on Teacher Certification had expanded at the request of the Commissioner to become the Ad Hoc Commission for Certification Review. This group prepared a report "which reflected the principle of performance evaluation as the primary determinant of certification." This report was presented to the State Board and the Joint Teacher Education Committee. A special task force on Performance, Evaluation, and Certification of Educational Personnel in Connecticut worked intensely during the spring and summer of 1972. A third conference was held on May 5, 1972 - "Teacher Competency: A School, College, and Community Concern." At this conference some pilot projects among others were used as examples of activities which based training on the acquisition of competence and which could illustrate competency based teacher education. The task force report was discussed at four regional meetings, and spawned much debate. Their recommendations were discussed at four state-wide meetings and the public school teachers of Connecticut rejected the recommendations. Then the Legislature enacted Public Act 204, "An Act Concerning State Certificates to Teach or Supervise."

In retrospect, some persons interviewed, described the fit between the recommendations from the various conferences and committees, and the present developments in certification in Connecticut as:

1. restructuring certification toward competency determination
2. documenting the need for on-going regional support centers
3. emphasizing the different content needed in training programs which prepared different teachers differently to be effective in schools

Others could not see how anything followed from one conference or activity to another. Many report that the open ended Conferences helped them clarify the relation of some pilot projects to an emerging, national emphasis in Competency-Based Certification and Teacher Education. They also report that the Conferences did not make visible other learnings from the Pilot Project, particularly curriculum for urban teaching and bilingual teaching. Exploration was accomplished; consensus or agreement was not reached.

In 1972, the Advisory Committee did have available during proposal review a document entitled: Criteria in Evaluating Proposals for 1972-1973. It lists the following criteria drawn from the Conferences:

1. Certification changes are desirable
2. Certification should be made on basis of ability to teach rather than courses taken
3. Cooperation of community, colleges, and teachers in planning and implementation of evaluation centers
4. Continuing education for all teachers should be encouraged
5. Link internship to certification of teachers whenever possible
6. More extensive supervision of new teachers with State support of same
7. Quality of education going on in schools needs to be evaluated with emphasis on new things being accepted

It is unclear how the document was used. Nonetheless the 1972-1973 project is a large consortium of many colleges and schools interested in responding to need to develop methods to assess competence. Many persons saw this consortium as a good thing but indicated concern that the activities growing out of the Conferences should not be interpreted as promoting one or another "brand of Teacher Certification or Teacher Education" as the brand.

The intent of using the open ended conferences to talk about and explore some new ideas, to encourage discussion and cooperation, and to identify the needs and interests of the public and the profession were accomplished. Many persons found the public responsiveness of the Commission and the State Board between Conference one and two and there after to be quite helpful. A large number of persons reported a need for more information exchange

and public responses by the agencies responsible for Teacher Education. Most requested that communication emphasize real activities and descriptions of actual programs rather than be theory presentations or policy discussions.

### 5. Pilot Projects

In December 1967, a letter was sent to the president of all Colleges and Universities in the State of Connecticut inviting proposals under Public Act 761. The guidelines outlined were clear and direct. These materials became the basis for all subsequent requests for proposals. In subsequent years some school persons were to receive guidelines if they had taken the initiative of contacting the Commission. Interviews with personnel from colleges or schools, and from funded or non-funded projects indicate that the guidelines were clear and helpful; they did indicate concern over real time constraints in developing an appropriate project after Year One. The Following table indicates the time between request for proposal and project announcement.

Table 1

Dates of Request for Proposals and Funding Decision Dates

|                      | <u>Pilot Projects 1968-1973</u> |             |             |             |             |
|----------------------|---------------------------------|-------------|-------------|-------------|-------------|
|                      | <u>1968</u>                     | <u>1969</u> | <u>1970</u> | <u>1971</u> | <u>1972</u> |
| Request for Proposal | 12/67                           | 7/69        | 4/70        | 6/71        | 4/72        |
| Projects Announced   | 3/68                            | 9/69        | 6/70        | 8/71        | 6/72        |

The two month time line after Year One does assume an on-going working arrangement between colleges and schools. There is little evidence that cooperative mechanisms for planning and development existed in the first four years of the project. Some refunded projects indicated that only the existence of practice teaching working arrangements made it possible for them to develop a valid project on such a short time line. Few persons reported submitting a proposal which had been developed in advance and in the expectation of a forthcoming Pilot Project competition.

Pilot Project proposals came from most of the higher education institutions in the state. As the attached maps show (Appendix B) the funded and non-funded proposals are quite geographically spread in a given year and over a five year period. In every competition a significant portion of projects were not funded. In some instances it is clear that lack of funds determined where on the ranking of fundable projects the money would stop.

Table 2

Proposals Submitted and Funded and Funds Allocated and Requested

|                     | <u>Pilot Projects 1968-1973</u> |                |                |                |                |
|---------------------|---------------------------------|----------------|----------------|----------------|----------------|
|                     | <u>1968-69</u>                  | <u>1969-70</u> | <u>1970-71</u> | <u>1971-72</u> | <u>1972-73</u> |
| Proposals Submitted | 27                              | 19             | 12             | 14             | 14             |
| Proposals Funded    | 8                               | 4              | 5              | 7              | 2*             |
| Amount Awarded      | \$124,350                       | \$ 62,261      | \$ 56,075      | \$ 56,000      | \$ 60,500      |
| Amount Requested    | \$769,811                       | \$445,236      | \$137,246      | \$205,592      | \$238,456      |

\* only one of the original proposals funded

When projects were approved funds were used to supplement existing teacher education programs.

Table 3

Summary of Expenditures from Teacher Education  
Pilot Project Funds 1971-1972

| <u>Project</u> | <u>"A"</u>      | <u>"B"</u>                          | <u>"C"</u>    | <u>"D"</u>         | <u>"E"</u>                        | <u>Total Funds</u> |              |
|----------------|-----------------|-------------------------------------|---------------|--------------------|-----------------------------------|--------------------|--------------|
|                | <u>Salaries</u> | <u>Materials</u><br><u>Supplies</u> | <u>Travel</u> | <u>Consultants</u> | <u>Student</u><br><u>Stipends</u> | <u>State</u>       | <u>Other</u> |
| St. Joseph     | \$24,341        | \$2,901                             | \$286         | \$550              | \$0                               | \$25,000           | \$3,078      |
| Wesleyan       | 7,350           | 4,682                               | 77            | 891                | 0                                 | 13,000             | 0            |
| ECSC           | 125             | 250                                 | 62            | 1,557              | 0                                 | 1,994              | 0            |
| CCSC           | 1,000           | 0                                   | 0             | 0                  | 0                                 | 1,000              | 0            |
| U. Hartford    | 3,000           | 100                                 | 0             | 400                | 0                                 | 3,500              | 0            |
| U. Conn.       | 2,002           | 968                                 | 0             | 0                  | 0                                 | 2,970              | 0            |
| U. Bridgeport  | 3,100           | 1,350                               | 0             | 2,550              | 0                                 | 6,500              | 500          |
| TOTALS         | \$40,918        | \$10,251                            | \$425         | \$5,948            | \$0                               | \$53,964           | \$3,578      |
| ALL TOTAL      |                 |                                     |               |                    |                                   | \$57,542           |              |

\*includes indirect costs (\$1,182) and rents (\$2,000) for a total of \$3,182

This one year sample shows that funds were allocated primarily for salaries and consultant fees (71%). The evidence presented in interviews shows that the salaries covered with these funds were used for new faculty brought on to begin a new direction. There is some evidence in a few instances that institution dollars replaced grant funds in subsequent years. In at least two instances, only after recurrent grants had pieced together a new direction did the institution actually provide the equivalent or more in support.

The information provided indicates that almost all non-funded projects were not funded from other sources. Most non-funded personnel had forgotten the proposal or the idea. A few mentioned that they would have appreciated some

feedback on the qualities of their proposal and the criteria they had met and not met. A very few reported feeling that projects were rejected for reasons other than quality or availability of funds.

Funded projects provided more information. Summaries of these projects follow in the section entitled, Abstracts of Funded Projects: Activities and Accomplishments. What follows immediately are observations about the projects in general.

In a few instances a project funded for only one year migrated with the project director to a new school site and new funding source. In only one instance did we find a key project person migrating from one higher education institution to another and receiving again pilot project funds. Almost all projects submitted for funding were a person's idea, an idea considered new and significant in the college and school district involved. The available funds did energize some persons to develop their ideas and to seek out a cooperating school district. The evidence rarely shows the idea coming from the school district. Wherever the idea started, a person willing to go along with the idea had to be identified in the other institution. The existence of any individual project clearly depended on the energy and commitment of these few persons. These persons felt rewarded and recognized when they did receive funds. They felt frustration and neglect when the projects were limited or terminated.

The evidence of the study is that the great majority of projects grew from the existing status and control position of pre-service teacher education departments at colleges. School personnel constantly deferred to the colleges as the channel through which expertise, personnel, status and financing would flow. A few institutions used the five year sequence to develop pieces of a larger plan. Only three institutions reported a systematic plan for development which lack of second or subsequent year funding vitiated. Interestingly, one of these was a subject matter curriculum development effort which developed

subsequently because the local school system installed the curriculum idea proposed and used its in-service training resources to continue the development of teaching materials. One wonders if more curriculum development projects might not fill the evident void in proposals for projects which:

" . . . include an explanation of the relationship between the clinical experience to be provided for them and their subject matter education; . . . " (P.A. 761)

The dominance of the projects funded or proposed is on changing minimally the existing pattern of clinical experience except in a few of the 1973 PBTE projects. Most projects did not provide a record of the policies and procedures for supervision of student teacher either at the schools or the colleges. Again some of the PBTE projects are systematically recording what teachers should be able to do and how to help teachers develop these skills, attitudes and knowledge. The most constant remark of trainees in the projects was that "we learned much more on site, but we didn't know where all of this fit in the theory we were learning. Only methods instructors who were with us in the schools could really help us make these connections."

As the pilot projects developed it became clear to many that the big cities were a preferential site for developing a fundable project. The law stated such a preference and the funding by the JTEC followed this directive. The evidence in the study is that the big cities waited for the colleges to come to them. While they did seek to involve colleges in their need areas (e.g. teachers for bilingual children) they never stated their priorities and conditions for successful collaboration. For example, no college person reported knowing that the schools expected them to recruit new persons into these new teacher education programs. This was an expectation often repeated by involved school persons. The evidence is that the school said yes to cooperating with any college under the assumption that one proposal would be a hit. In any event, Hartford or New Haven's share of \$65,000 was not very significant considering the massive influx

of other federal dollars during this period. In contrast, Bridgeport worked with the University of Bridgeport and was seemingly able to focus the effort on probationary teachers. All school systems reported that the colleges were the route to the dollars.

As a group, the Funded Pilot Projects can be characterized as:

1. efforts to introduce an innovation into classroom practice in a school;
2. efforts to discover a way of understanding the needs of a particular school;
3. explorations of possible arrangements for serving new school populations;
4. efforts to use existing persons in the schools and communities as trainers.

The projects were weak in the following:

1. systematically recording experiences of student teachers and supervisory personnel;
2. except in a very few cases, systematically training supervisory personnel as distinct for training in-service teachers in an innovation.

The focus on "Assessment of the Competency of Teaching Performance" in the last year has renewed emphasis on two conditions of P.A. 761 and P.A. 230:

"(b) such proposal shall describe the clinical experience to be provided for prospective and probationary teachers...(d) such proposal shall contain a statement of the prevailing general policies and practices of the local board of education relative to the supervision of teaching practice by prospective teachers and teaching by probationary teachers, including a statement of the experience required or preparation provided for persons engaging in such supervision..."

Much of the information provided emphasizes that the Pilot Projects took advantage of a climate, a person, a setting by creating a "serendipity": a recognition of positive forces to improve schools and those who would teach in the schools. But as in all serendipity, formal arrangements did not often appear to structure and support the excitement, commitment, and advances in skills, attitudes, and perceptions that the energetic persons in almost all pilot projects represented. Again and again it is reported that cooperation gained among two persons was not supported at either school or college. But, we found many of these persons who cooperated are still in the schools or colleges hoping to serve again. And this may well be the special value of the Pilot Project efforts.

Within the more modest goals of encouraging persons at institutions to change programs and to install new approaches, individual projects were significant breakthroughs. They demonstrated flexibility in administrative and academic requirements, acknowledged a person and their idea, and allowed a movement by a college toward credibility and responsiveness to a new constituency, particularly Blacks and Puerto Ricans.

Abstracts of Funded Projects:  
Activities and Accomplishments

The following descriptions summarize what was attempted, what was achieved and what could be learned in each of the funded Pilot Projects.

Wesleyan University

School Systems of East Hampton, Glastonbury, Middletown  
North Haven, Portland, West Hartford

Strengthening Student Teaching Through Team Teaching  
1968-69

Courses on "how to teach" have often come under fire because they are too abstract or removed from the day-to-day realities of the classroom. An effort to break traditional patterns in methods of teaching courses was put forth by Wesleyan University in cooperation with the public schools of East Hampton, Glastonbury, Middletown, North Haven, Portland, and West Hartford.

In a major revision of its well known Master of Arts in Teaching (M.A.T.) program, Wesleyan revised all its methods courses to include a five-week team teaching experience in the schools as an essential part of the course. Such modification was a departure from tradition which usually had students completing methods course work before any practical classroom experience.

The new courses consisted of five weeks of regular classes at Wesleyan, followed by five weeks of teaching during which teams of three M.A.T. students worked with cooperating master teachers in the schools. Four weeks of classes followed this team teaching experience. A full period of practice teaching over one semester completed the sequence.

The purpose of this sequence was to give M.A.T. students an opportunity to learn some principles into actual practice in schools while under careful supervision, and then to assess the results of their efforts back in the university classroom. The sequence was seen as providing more thorough preparation for the full practice teaching experience.

The team teaching organization provided for structured planning, observation and evaluation of teaching, allowing student teachers to build each lesson on assessed results of the previous day's classroom work. The team teaching laboratory period allowed university staff to evaluate more thoroughly a student's ability to plan and implement lessons. It allowed students to prepare units of instruction for the full practice teaching experience and to engage realistically in issues of choosing and organizing materials of instruction that could be used over an extended period of time. Team teaching was also seen as an appropriate means of developing close working relationships between school and university staff, while creating greater involvement of student teachers in their own training.

The staff feels that the experience with the particular approach to methods was directly beneficial in developing the current PBTE project. Specificity of objectives and early classroom experience are themes in both projects.

University of Bridgeport  
 Bridgeport Public Schools, Bridgeport, Conn.  
 Fairfield Public Schools, Fairfield, Conn.  
 Westport Public Schools, Westport, Conn.

1968-69

Improvement of Field Experiences for Pre-Service  
 And in-Service Teachers

A need for a better and continuous teacher training system for a wide geographic area of the State brought the University of Bridgeport and the school systems of Fairfield, Westport, and Bridgeport together in this pilot project, with further cooperation from the 13 schools of the Southern Fairfield County Superintendents' Association. The project established four experimental student teaching centers and a special group, the Committee for Innovation in Teacher Education (CITE) to establish, implement and communicate practices and experiences in the preparation of pre-service and in-service teachers.

Three elementary level student teaching centers were established in Fairfield, Westport, and Bridgeport in order to develop and compare student teaching experiences in urban and suburban school settings. In addition a secondary level student teaching center was established in Bridgeport, emphasizing curriculum development problems for teachers of academic disciplines in the inner city.

All findings of the centers were integrated and communicated through the CITE in order to assure that other colleges and school districts in the State and the nation could benefit from the work of this model teacher education program.

Two of the elementary centers emphasized the use of "Teams" of student teachers, teacher aides, tutors, and master teachers working to meet more effectively the individual needs of students. The other elementary center utilized student teachers paired with experienced cooperating teachers in individual classrooms. Audio and video-tape recordings were used to allow students to play back and analyze their own teaching experiences and to allow cooperating teachers and university faculty in the project to assist in improving the teaching performance of participants.

The secondary student teaching center developed a program of phased introduction of students to teaching in the city in an effort to overcome the often abrupt transition from the university classroom to the "real" setting of the schools. Students in the project worked as tutors for individual high school students, worked with small groups of high school students and were assigned to observe classroom teaching and evaluate and plan lessons based on classroom observation. The secondary center provided a gradual student teaching process, allowing students to observe a variety of teaching models, participate in a number of educational tasks, and work in a variety of teaching situations.

During the project the CITE monitored the work of the centers as well as other activities in school-university relationships in the state and the nation. Composed of University faculty members and personnel from all cooperating school systems in Southern Fairfield County, the CITE served as an information agent, disseminating the work of the centers and related activities through the region and State.

Specific tasks addressed by the student teaching center project have included better communication between college and student faculties, more sensitive understanding of the unique problems associated with preparing teachers for inner city and suburban schools, the development of skilled master teachers, effective use of teacher aids, and the development of models of teacher preparation capable of being utilized in other parts of the State and nation.

Consolidating student teaching experiences -- seminars, classroom observations, lesson planning, demonstration teaching, etc. -- in a center allowed the training resources of the region to be better concentrated. Reading consultants, guidance personnel, language arts, fine arts and other specialists were able to be used more systematically in working with both pre-service and in-service teachers in a setting designed for teacher preparation and on-going teacher training.

This project was one beginning of a thread that has grown into the present program at Bridgeport. It did serve to create credibility and provide information to the University about actual classroom needs.

Saint Joseph College  
Hartford Public Schools  
Puerto Rican Research Project  
1968-1969  
1969-1970

Teacher preparation for the "disadvantaged" child has usually emphasized that description with little regard for that child's different environment or culture. The Hartford Public Schools and Saint Joseph College joined forces to do just the opposite by developing a student teaching program that honored the fact that some Hartford public school children are Puerto Rican.

The project, repeated twice, was specifically designed to prepare child study majors at Saint Joseph College for positive student teaching experiences with Puerto Rican children. The purpose of the project was to show that exposure to the realities of Puerto Rican life in this country and in Puerto Rico would create more effective and better motivated teachers of these children.

A carefully phased student teaching experience was developed, geared specifically to the needs of Puerto Rican children and the potential problems and anxieties of young teachers who expressed a desire to work with these children. An objective of this special teacher preparation was to make a productive marriage of the idealism of the student teachers with the realities of working with children from a different cultural background. Phases of the program included the following:

1. Observations of classes of Puerto Rican children in the particular school where the student teacher was to be assigned;
2. A planned period of orientation to life in Puerto Rico concentrating on the relationship between Puerto Rican life in Hartford and the influences on the child's native Puerto Rican background;
3. Direct exposure to life in Puerto Rico by means of a four week study tour of the island;
4. A two-week period of visits with parents of the children whom the student teacher would have in the classroom;
5. An eight-week period of student teaching of Puerto Rican children in the same school where the above noted observations had been made.

Student teachers noted program strengths that included opportunities for real encounters with Puerto Rican children and their families before working in the classroom with these children, achievement of better understanding of reasons for the children's behavior, and the opportunity to learn about another culture providing a perspective other than the student teacher's generally middle class background. Noted weaknesses were lack of planning of the study tour in Puerto Rico, a need for better coordination of the experiences in Puerto Rico to the real work of teaching Puerto Rican children in Hartford, more careful screening of candidates for the program including assurance of facility in the Spanish language, and an arrangement in advance for placement of graduates.

Three general results of the project of importance to teacher preparation programs throughout the State were:

1. This special program created motivation for examining the regular teacher education program at the college.
2. The project fostered close interchange between a college, a public school system and some community persons in planning, implementing, and evaluating a teacher education program.
3. The project provided opportunities for cooperation between college departments, putting to use more of the resources of the institution in addressing a critical educational problem.

Eastern Connecticut State College  
Westethersfield Public Schools

Project Post - Process of Student Teaching - A New Model  
For Junior High School Student Teaching

1968-1969

Most educators have recognized that the junior high school years are perhaps the most difficult for both students and teachers. Such recognition has not led to specific remedy though some efforts have been made to reorganize junior high schools as such out of existence through such plans as the "middle" school. Teacher preparation for junior high school teaching has generally been as for senior high school. Eastern Connecticut State College and the Westethersfield public schools have attempted to confront specifically the problems of training teachers for junior high schools.

The project provided administrative procedures and a setting in which student teachers worked with a number of new approaches to teaching science practiced by different members of a junior high school science department. At the same time, the student teachers worked with other members of the school staff, such as guidance personnel, to increase their understanding of the basic needs of junior high school students.

Student teachers were assigned to a department rather than to a single cooperating teacher in an effort to reduce the often negative results of a student teacher simply trying to copy the style of the cooperating teacher. Weekly planning in teams allowed for student teachers to have a variety of classroom tasks for various blocks of time. Department heads and cooperating teachers were given released time for planning and evaluating lessons.

The student teachers were given a flexible schedule so that they would have opportunities to work with a reading specialist, pupil personnel director, guidance counselor and social worker. In order to strengthen the abilities of all staff for working with each other in the project, sensitivity training sessions were carried on as an important part of the student teaching experience. Skills and knowledge gained in human relations allowed for more open observation and analysis of teaching by teachers and student teachers. In addition, all teachers were involved in self analysis through the use of audio and video-tape recording of lessons.

The project was seen as an effort to address both a curriculum problem -- new methods and materials in the sciences -- and a particular pupil personnel issue -- identifying the needs of junior high students. Student teaching was geared to better integrate teacher perceptions, student needs, and curriculum in developing a sensitive and responsive teaching staff.

The long term effect on participants of the group process training sessions merits further examination, particularly the effect on opening up college faculty.

Central Connecticut State College  
Hartford Public Schools  
Barnard Brown School

Training and Teaching in the Inner City  
1968-69

The selection and training of supervising or cooperating teachers for pre-service teacher preparation programs in schools has been overlooked or often lightly treated in formal teacher training programs. The importance of the cooperating teacher, particularly for work in urban school settings, was carefully addressed in a project developed at Central Connecticut State College, working cooperatively with the Barnard-Brown School, Hartford.

The project was designed in three phases. Phase I consisted of a summer workshop specifically for cooperating teachers from the School. Phase II was the actual clinical or teaching experience for student teachers at Barnard Brown. Phase III was a formal project evaluation session for all personnel involved in the project.

The importance of this structure was that the resources of College and School were concentrated and not spread throughout the city, bringing about more productive training for cooperating and pre-service teachers and creating a training center from which other city schools could eventually obtain well trained personnel for their staffs. Since the program, some of the Barnard-Brown student teachers have become regular teachers in the Hartford Schools and other urban areas including Waterbury and Bridgeport.

The final evaluation phase of the project indicated that cooperating teachers from the Barnard Brown School were better prepared for their roles as cooperating teachers. The number of college students volunteering for student teaching in the city tripled in one year. A closer relationship was developed between the college and the Hartford Schools creating a relevant teacher preparation program sensitive to the needs of the school children. As a result both children and parents became more involved in the school program.

Some of the leadership of this project reappears later at the University of Hartford.

Western Connecticut State College

Danbury Board of Education

Morris Street School

Morris Street - Wescon Project

1968-1969

1970-1971

A double barreled attack on improving preparation for teachers for work with deprived children and providing a remedy for specific aspects of these children's academic deficiencies -- particularly in communication skills -- was launched by Western Connecticut State College and the Morris Street School, Danbury Public Schools. The project provided prospective teachers with training experience that might not ordinarily be available to them in the course of their formal education.

Training activities were concentrated in arts and communications and in opportunities for working with elementary school children in their homes. A reading program utilizing the reading laboratory at Morris Street was made available to participants. Classroom experiences were also established in art and music in an effort to create new materials and responsive methods for encouraging confident self expression.

Participants in the project also took part in a tutoring program that brought them into the neighborhood and homes of the school children. The student teachers were able to become more confident with wider knowledge of the children, thus encouraging more open communication with them and better identification of communications problems in such areas as reading and writing skills. In attacking specific language and communications problems of the children plus through familiarization with the School's community, the project served as a first step for making the Morris Street School a Community School by better integrating home and school environments.

This project seems to be a good example of a college responding to a school person idea and developing a way of taking advantage of it for increased clinical experience.

Southern Connecticut State College  
New Haven School System

Strategic Mutations in Teacher Education  
1968-1969

In cooperation with the New Haven Public Schools, Southern Connecticut State College carried out a project in the application of a specific technique, micro-teaching, in an effort to further refine and improve the training of elementary teachers for inner city schools. Micro-teaching is a specific way of teaching which requires the teacher to focus on one aspect of a curriculum area, develop different ways of communicating the selected subject based on specific needs of children, and to become more highly skilled in identifying evidence that children are having a successful learning experience.

Student teachers in the program worked as interns in city schools during two semesters, one of which was devoted to micro-teaching. The micro-teaching phase, preceding regular student teaching with a full class of students, was devoted to student teachers working with small groups of inner city children under the guidance of a master teacher. Each small group teaching episode was analyzed, revised, and taught again to another group of children. Results were then compared in evaluation sessions including the use of video-tape playback of lessons.

Evaluation sessions considered such factors as verbal and non verbal behavior of students and teachers and the nature of teacher-student communication. Teachers in the project developed communication strategies which provided greater assurance of successful learning on the part of children and higher confidence on the part of the teachers.

Some of the teachers prepared in this manner were hired and are still employed in the target schools. The model tested has migrated to another school district and provides the basis for a concentrated pre-service program with college methods faculty providing training in the school. The micro-teaching aspect of the project does not seem to be emphasized presently.

The University of Connecticut

The Groton Schools

The New London Schools

Improving the Education of Pre-Service and In-  
Service Teachers of Elementary, Secondary, and  
Exceptional Children in Metropolitan Areas

1968-69

A continuing issue in teacher preparation programs geared for urban school systems is the fact that the pre-service and in-service teacher are often "foreigners" to the communities in which they do their student teaching and where they may seek assignment as full-time regular teachers. The University of Connecticut School of Education in cooperation with the Groton and New London Schools established a teacher preparation program which addressed this problem by providing an intensive community experience for the prospective teacher.

A unique feature of the program was the establishment of a community residence for student teachers in the Groton-New London area. This live-in feature of the project enabled students to become fully exposed to and involved with the values, attitudes, and life-styles of the community and thus become more sensitive to the needs and concerns of school children and their parents. The residence, a three-story home with fourteen rooms, included converted facilities for a library and seminar rooms. It allowed elementary, secondary and special education teachers to train together rather than in isolation or specialized programs, providing each of these groups with a wider perspective on teaching and learning problems of a variety of children.

An essential purpose of the project was to utilize the total resources of schools, university, and community in preparing pre-service teachers and continuing the professional preparation of teachers through the first years of teaching. Included in this total approach were the use of community representatives in the planning of the program as well as including community citizens as lecturers for the student teachers. The project also embraced all grade levels, kindergarten through high school, and three special education classes in its emphasis on meeting the full school and community life of school youth.

The project included the further training and development of cooperating or master teachers. Working with professors from the University and with the student teachers in teams, teachers employed a variety of techniques to improve teaching and supervision of teaching, including video-taping and re-play of lessons, and sequences of teaching, analysis, and re-teaching lessons to small groups of children.

The project served to engage more completely the attention of the schools in the pre-service and continuing training of teachers. Many of the students in the project became committed to teaching in urban areas of the state, and most felt that the community-based program provided more satisfactory preparation than a regular on-campus program. As a result, the University's teacher preparation program has undergone such changes as making possible earlier actual involvement with urban schools in the pre-service training of teachers.

This project funded one of the resident teacher training sites developed by the University of Connecticut. The total concept received an American Association of Colleges for Teacher Education Award of Merit.

The written acknowledgement that partial funding for this effort came from the Pilot Projects has been most difficult to find.

The Junior Year in Hartford:  
An Experimental Approach to Teacher Preparation  
1969-70

Teacher preparation programs have often been criticized for the "sink or swim" fashion with which they place student teachers in schools for practice teaching. Programs aimed at urban teacher training have provided glaring illustrations of this situation. The University of Hartford and Hartford Public Schools established a collaborative program designed to overcome this condition by setting up a carefully structured and supervised full-year internship in the schools for prospective urban school elementary teachers.

Specifically, the project called for the full-time assignment of University School of Education juniors to four inner city Hartford elementary schools. Assignments were made with two particular considerations: (1) how student teachers could help the schools achieve their goals and (2) how the schools and University could provide and coordinate a carefully designed series of experiences that would assure positive learning for the student teachers. Supervision of student teachers was assured and coordinated by the assignment of one full-time University faculty member to each school, with other University specialists made available to both student teachers and the schools.

An essential goal of this project was to change the typical role of participants in teacher training including public schools, university, student teacher, and cooperating or master teacher. This effort was directed at encouraging pre-service teachers to consider the urban school for future professional work.

Participating schools analyzed their needs and developed plans for utilizing the student teachers in a manner that would serve both school program and students instead of receiving the student teachers in rather haphazard fashion and simply assigning them to a classroom. Cooperating teachers in the schools operated as more than just critics of the students' performance or more than personnel burdened with an extra assignment of training a teachers. Rather the relationship of student teacher and experienced teacher was one of colleagues where the student teacher served as a real resource to the cooperating teacher.

The student teacher took on tasks that were considerably different than the "blackboard washing" busy work often assigned the pre-service teacher. These included working with individual or small groups of pupils, preparation of curricular materials, maintaining contact with parents in particular cases, and active engagement in the evaluation of pupil's work.

The University instead of a "let the schools do it" attitude, maintained an on-going and close relationship with the participating schools, providing continuous supervision of student teachers and making available University personnel and resources to the schools for program improvement.

The project was seen as providing several mutual advantages to the schools and University. The University has achieved a relevant program in urban teacher education. The schools have gained new resources for improving their programs in the assistance of semi-professional personnel (the student teachers) and the regular availability of a major higher education institution.

Wesleyan University  
Middletown Public Schools

Affective Education and Teacher Training  
1969-70

Concern, or lack of concern, on the part of educators about contemporary social change and its impact on schooling formed the basis of a project established by Wesleyan University and the Middletown Public Schools. The project focussed on three groups of persons involved in teacher preparation: high school students, student teachers, and supervising master teachers in the schools. The project engaged these groups in efforts to enrich the school curriculum by designing new or using existing learning materials and experiences that would confront individual feelings, group values, and the dynamics of group interaction -- all components of an "affective" learning program. The project was an effort to respond to student unrest in the schools by more sensitive training of teachers through careful investigation and understanding of student value conflict at the college and high school levels.

The project was conducted in two concurrent phases. A clinical phase included 9th grade social studies classes utilizing curricula designed to implement affective as well as cognitive learning objectives. These materials, organized around communications, problems of urban affairs, and motivation for achievement, emphasized identification and clarification of values and attitudes in such areas as community planning, decision making, leadership and the drive for success.

A workshop phase involved teachers and supervisory personnel from two high schools and student teachers from the University's teacher preparation program. Issues explored in this phase included assessment of the potential for affective education in the schools, evaluation of the programs being used in the clinical phase, and self examination of attitudes which might prohibit effective relations with students. The workshop utilized a variety of group process and individual learning techniques including role playing in simulated situations and video-tape playback presentations of experimental classes to provide material for teacher self evaluation.

The project concentrated on the identification of attitudes and attitude change on the part of all participants. An important outcome of the program was the implementation of a course -- "Explorations in the Black Experience" -- developed jointly by the Middletown Schools and Wesleyan.

This project is an example of Pilot Project funds being used to respond immediately and effectively to a crisis: demands from protesting black and white students. Some of the materials developed have been incorporated into the regular high school social studies curriculum.

Western Connecticut State College  
Danbury School System

The Establishment of an Art Workshop For Improving  
Teacher Preparation In Working  
With Emotionally Disturbed Elementary School Children  
1969-1970

Art is generally considered an extra in the school curriculum. This project represented an effort to make art teaching an essential means of reaching emotionally and socially disturbed elementary school children, improving their self-confidence and creating a more positive image of themselves. A cooperative program of Western Connecticut State College and the Danbury Public Schools, the art project was also designed as a means of improving the preparation of teachers whose mission could be to raise such children's self-esteem through developing a sense of competence in art.

The workshop provided both a pre-service and in-service teacher training purpose. Junior education majors from the College served as volunteers in elementary school art classes. Regular classroom teachers were given released time to participate in the College workshop, observing and working with the volunteers. The Director of the project was both an instructor of art at the College as well as being the art supervisory at the target elementary school used by the workshop. Other art educators in the area visited and observed the workshop, thus widening its import.

The organization of the workshop and in-service program was on a one-to-one basis with one junior college student assigned to each child. Each of these pairs discussed and developed art materials under the supervision of area art teachers in an effort to fit materials and techniques to the individual and emotional needs of the children in this project and for the adaptation to situations in other area schools. The project concluded with a self evaluation through taped interviews of all participants -- children, students, and teachers --- by the Director in order to assess attitude change and to specify reasons for success and failure.

While described as an art education project, the program, was designed to foster positive relationships between teachers and emotionally disturbed children. In addition, it provided an extended and improved laboratory experience for elementary education students to familiarize themselves with art materials and their particular use with these children. Both of these purposes were seen as providing a higher probability of success and positive motivation for teachers. In addition, the project was designed to become an in-service program for art educators in not only the Danbury area but throughout the State.

Evaluation by project staff indicated that children enjoyed the workshop and that it did help these children in establishing an improved self-image. The program was reported as opening up the curriculum of the workshop school to more general inclusion of emotionally disturbed children. The program also provided prospective teachers in the College program with a broader and more positive training experience in working with these children.

## Eastern Connecticut State College

## The Brooklyn School

Provision of an Integrated Clinical Experience  
In the Specialized Services of a Concerned  
Public School  
1970-71

Handicapped children make up over 15 per cent of the public school population. Prospective teachers often do not receive clinical experiences in the course of their training to prepare them adequately to meet the particular needs of this portion of the school population. In an effort to provide this experience and improve the preparation program of teachers, Eastern Connecticut State College and the Brooklyn School established a clinical program that would:

1. Provide an opportunity for participants to have an experience in identifying children with learning disabilities;
2. Provide an opportunity for working with a variety of handicapped children and various specialists in the field of special education;
3. Provide an opportunity to work with these children in the regular classroom setting.

Specific pupil groups addressed by the project included mentally retarded, visually handicapped, hearing disabled, learning disabled (rather than mentally retarded), remedial education, language development, and exceptionally able students. The long range goal of this project was to show the value of this experience for all prospective teachers, regardless of their ultimate classroom assignment, making them sensitive to individual needs of children. An anticipated goal was to change the emphasis in the teacher preparation program from academic work to greater clinical experience for all prospective teachers.

It seems that this project suffered from a lack of agreement on goals and procedures between college and school personnel. There is little evidence of residual effect except a continuing working relation between the institutions involved.

St. Joseph College  
Hartford Board of Education, Hartford Day Care Center  
Greater Hartford Community Council  
Hartford Social Service Department

In-Service Training of Teachers in the Hartford  
Day Care Center  
1970-71

The increasing importance of day care centers as truly educational and not just baby sitting operations has been recognized in a project involving Saint Joseph College and the Hartford Day Care Center. Other agencies involved were the Hartford Board of Education, Greater Hartford Community Council and Hartford Social Service Department. The goals of this project were (1) to improve existing staff at the Center and identify those staff members -- teachers or para-professionals -- with potential for more specific career training in academic programs, and (2) to improve the learning program of the children in the Center.

A master of teaching teacher was assigned to the Center who, in close cooperation with and support from College staff, worked with staff members of the Center in developing more effective means of communicating with children. The teaching teacher provided demonstration teaching and observation of teachers, planned group conferences of parents and staff members, prepared curriculum plans and materials, and arranged visits of consultant specialists. Results of the project were disseminated to all cooperating agencies and institutions and other day care centers in the community.

The project demonstrated that intensive in-service training programs can be used in day care centers more effectively than short-term workshops. The program can also be operated in part-day as well as full-day programs, whether they are public or private. From the experience in this project another project similar in focus but different in design was created.

University of Hartford  
Hartford Public Schools  
Bloomfield Public Schools

The Professional Year in Hartford:  
An Experimental Approach to Teacher Preparation  
1970-71

Differences in urban and suburban school teaching and possible variations in preparation for teaching in those settings are often assumed but not necessarily demonstrated in teacher preparation programs. In a follow-up to the Junior Year in Hartford urban teacher internship program for elementary education students, the University of Hartford, Hartford Public Schools, and Bloomfield Public Schools cooperated in an effort to establish student teaching internships in both urban and suburban settings.

This project involved all undergraduate students in education at the University in full-time public school internships. University faculty were also involved to a greater extent in the problems of both urban and suburban schools, supervising student teachers in both settings. The University was able to provide a more complete and varied training experience by expanding internships to include suburban schools as well as the Hartford inner city schools.

The project also provided a more realistic introduction to teaching by providing interns with an opportunity to begin their public school experience at the beginning of the public school year rather than limiting their experience to the University calendar. A significant aspect of this project was that public school personnel and institutions were compensated for their participation in the program, further assuring their commitment to providing realistic and productive teacher training experience.

This is the third project in a sequence. The collaboration and development characteristics between the Barnard Brown project, the Junior Year project and the Professional Year project merit further examination.

Southern Connecticut State College  
Branford Board of Education  
North Haven Department of Education

Audio-tutorial Techniques of Instruction  
1970-71

The use of media as an educational tool remains an under developed area in spite of advances in media technology. The purpose of this project, conducted by Southern Connecticut State College in cooperation with the School systems of North Haven and Branford, was to train prospective and probationary teachers in the use of media -- particularly audio tape -- for instructional purposes and to develop media programs for use by teaching training institutions in evaluating learning.

Particular tasks of the project were to develop positive teacher attitudes toward instructional technology, increase the skills of teachers in individualizing instruction through the use of media, assist teachers in matching their teaching objectives with the appropriate use of media techniques, and to show teachers how to use media for analyzing teaching and learning strategies and styles.

Audio materials developed in workshops were evaluated in terms of student achievement and student attitudes toward science and mathematics. Changes in teaching style resulting from these evaluations were used to revise College's teacher training programs in mathematics and science.

The major effect was in the preparation of in-service teachers who implemented a particular curriculum reform in the schools. Some of the persons involved are now part of an on-going teacher center site for pre-service training. The particular innovation tested audio-tutorial materials proved to take more teacher time than other alternatives available. Some materials were developed.

This project gives one of the few examples of an idea originated and influenced by a subject matter faculty member.

St. Joseph College  
Hartford Board of Education  
Teacher Education in a Social Context  
1971-72

How best to meet effectively the needs of over 170 day care centers in the Hartford area while tapping the talents of a variety of personnel in day care work was the issue addressed by this project. A cooperative effort of Saint Joseph College and the Hartford Board of Education, the focus of the project was on the development of a training center for those interested in administering and teaching in day care centers and other early education programs.

Members of the teaching teams included professional day care center teachers, administrators, and volunteers, undergraduate prospective teachers, and graduate students in childhood education. Emphasis was placed on the learning that each of these team members could gain from each others experiences and backgrounds. A major goal was to break down the artificial barriers between so-called special training programs for separate groups, e.g., aides, teachers, administrators, supervisory personnel, etc.

Other goals of the project included:

- (1) Education and training of a wide range of persons in early childhood education;
- (2) Increasing the ability of persons in early childhood education to perform effectively as members of teaching teams through the development of human relations and communication skills;
- (3) Demonstrating the importance of the relationship between community values and their day care programs.

Program participants were involved in workshop and field experiences designed to increase their knowledge of child development and the variety of programs which attempt to meet the needs of children. Teaching teams participated in exercises to develop observation and supervisory skills and techniques, tested their training in a variety of day care centers in the Hartford area, and then attempted to implement results of their observations and study in various centers. Visits and observations served to increase program participants range of knowledge concerning day care programs while bringing such knowledge to other permanent day care staff members whose work often does not allow them to know of other day care centers' activities.

Project personnel and participants learned that diversity of background in a teaching team for day care centers provides greater sensitivity to both children's needs and the talents that are often hidden in a day care center staff. Furthermore, the project indicated that members of such a team could come to work productively with each other regardless of professional status. A major need for the future was identified as a more cooperative planning for day care center staff training and programs with the various Hartford area Boards of Education.

This project is a case of seed money at the right time and at the right place to provide a critical boost to a college effort. This project does demonstrate how a successful workshop program has led the college to (1) develop a new undergraduate concentration; (2) appoint the project director to a senior faculty position and (3) to subsidize the training laboratory and provide library support.

Central Connecticut State College  
Simsbury Public Schools

Special Education Teacher Clinical Experience Program  
1971-72

Increasing recognition of special education needs of children whose learning has been handicapped by physical or emotional conditions has not necessarily created the teachers to meet these needs. The Simsbury Public Schools and Central Connecticut State College established a program to train teachers with greater sensitivity to the problems of these "exceptional" children.

The project was an effort to increase the understanding of prospective teachers of special education classes by providing a carefully structured clinical experience, allowing students to translate college classroom work into practical experience in the schools. Observation of and participation in special education classes took place at the beginning of the student's special education program, rather than waiting for the student teaching phase of the preparation program. A member of the college staff was attached to the Simsbury Schools to serve as a supervisory, to assure relevance in college courses and provide better communication between the college and the schools.

A significant result of the project was improvement in the ability of prospective teachers to choose whether they really wanted to be special education teachers or teachers in regular classrooms. The college's teacher education program was improved through the provision of structured contacts with children for student teachers early in their preparation program. A weakness in the project was the lack of continuous on site time and involvement by the trainees.

University of Hartford  
Bloomfield Public School System  
Farmington Public School System  
Windsor Public School System

The Internship in Individually Guided Education (I.G.E.)  
1971-72

An innovative and sensitive system of school program organization -- Individually Guided Education better known as I.G.E. -- developed at the University of Wisconsin has been adopted by many Connecticut School systems. An issue, however, recognized by public schools is that an educational plan is only as good as the personnel to carry it out. The University of Hartford and the Public Schools of Bloomfield, Farmington and Windsor developed an internship program to serve as a model for training personnel for schools using the I.G.E. program.

The I.G.E. design requires training in the development of learning objectives that can be demonstrated in the performance of students rather than more abstract expressions of educational ideals. Included in training for I.G.E. programs are development skills in evaluation, matching a variety of materials and teaching techniques to particular student needs, working with students in groups of varied ages but of similar abilities, and development of skills in working with teams of teachers in ways that can be modified to suit the needs of students.

The purpose of the project is to train greater numbers of personnel for individualized instruction in the public schools of the State. An important goal has been the involvement of only the University but also the particular school community in contributing to the training of teachers, furthering home-school communication which is an essential aspect of I.G.E. programs.

University of Bridgeport  
Bridgeport Public Schools  
Preparing Elementary School Teachers for  
Individualized Instruction  
1971-72

Individual needs of school children and the individualized instruction specially designed to meet those needs have been recognized but often not seriously treated in teacher preparation programs. The Bridgeport Public Schools and the University of Bridgeport joined forces to create a teacher preparation program which emphasized the planning and implementation of individualized instruction for elementary school children.

Known as the "Multiple, Alternative Program" (MAP), the program was planned by both faculty and students. The project focused on identification of each student teacher's goals, the design of alternative educational plans to meet these goals, and cooperative evaluation of achievement by both faculty and students. By going through a process of individualized teacher preparation, pre-service teachers in this project became sensitive to the problems of identifying individual student needs and designing lessons to meet individual needs.

The project utilized a wide range of personnel in directly its attention to a variety of educational problems.

Such personnel included full and part-time university faculty, public school faculty, government representatives, community and business representatives, and students with particular expertise in a relevant field.

The project was also an effort to change the University's role in teacher education. It substituted a variety of experiences for conventional courses, moved university faculty out into the schools, made wider use of school personnel in teacher training, and used students as teachers of each other as well as learners from regular faculty. While the project concentrated on the development of specific teaching strengths for meeting individual needs of students, it was also a model for wider utilization of available resources in the teacher education process.

Participants considered the spirit and approach of this project to be practical and helpful. The "team" approach was considered a major strength. The most striking item is the outside evaluation report where project participants increased significantly on the measures of "traditionalism" used in the pre-post test while the central group became less traditional.

This carefully constructed and well executed project could provide insights needed to develop an understanding of collaboration as mutual identification of problems, diagnosis, intervention, evaluation etc. This project also documents the need for more extensive intercommunication within projects and among the Pilot Projects.

Eastern Connecticut State College  
The Vernon Public Schools

Integrated Program of Academic Course Work  
And Clinical Classroom Experiences For Prospective Teachers  
1971-72

A teacher preparation project that addressed the often discussed issue of how to marry theory and practice of teaching was established by Eastern Connecticut State College and the Vernon Public Schools. The program was administered in such a way as to allow prospective teachers to immediately apply teaching and learning theory to the classroom situation.

Student Teachers each worked with several cooperating teachers in the school System and were given instructions by qualified instructors employed by the School System. The College provided in-service workshops to teachers to help them improve their abilities in teaching and supervision. College faculty, School teachers and School administrators shared responsibility for the preparation of teachers instead of any one of these groups having sole responsibility for teacher training. Student teaching took place over an entire semester of internship.

The project was an effort to develop student teaching centers for students where planning and evaluation of teaching could be carried on in a collaborative and systematic fashion. Closer relations between the Schools and the College were assured through a coordinator who worked with School administrative personnel, teacher preparation course instructors in the Vernon Schools, supervising teachers, student teachers and other College faculty involved in the program.

Evaluation of the program by participants indicated that by providing an integrated program of instruction and clinical experience for a full semester, student teachers had greater opportunities for developing their own teaching styles. They were able to complete units of work, given the semester of internship, and had more opportunities to work with the School principal, School specialists and other teachers. Supervising teachers had more time to observe and assess the development of student teachers and to work with them in a continuous relationship on problems of teaching and learning. In general, the full semester internship allowed training staff flexibility to make changes in the program to accommodate student teacher needs.

Much of what was developed by this project continues today due to institutional commitments on the part of both the college and the school to use the trained resource persons as a cadre for a teaching center.

Wesleyan University  
New Haven Public Schools

A School-Based Urban Teacher Training Program  
1971-72

Teacher training programs are or seem far away from the realities of the schools for which they are preparing personnel. Such distance has in recent times been made most apparent where teacher preparation for urban schools is concerned. This project a cooperative effort of Wesleyan University and the New Haven Public Schools, was designed to cut down the school-university distance.

The first part of the program was based entirely in the New Haven Schools where experienced teachers were responsible for much of the student teachers' instruction. The second part of the program was based at the University where students completed academic work in their fields of concentration.

The project had two major purposes: 1. the training of pre-service teachers for urban schools and 2. the improvement of teaching in those schools through in-service training. In addition, project goals included the creation of new curricular materials for possible dissemination throughout the State and determination of how teacher training for urban schools should be different than training for other school setting. A critical objective of the project was to increase the role of the schools in the preparation of teachers by identifying and further training exemplary school teaching personnel as teacher-leaders for urban schools.

The critical theme of this project was emphasis on real experience. During the school-based semester, student teachers learned and implemented classroom management skills, developed appropriate curriculum, and participated in a special seminar on issues of urban education using New Haven as a case study. Student teachers, their cooperating teachers and general supervisory personnel participated jointly in curriculum development workshops including classroom implementation and evaluation of all workshop efforts.

Shifting greater responsibility to the schools for continuing teacher education was viewed as particularly critical to the contemporary teacher education scene. Specifically, the project was designed as a model effort to compensate for the cutback or curtailment of university based teacher education programs.

Project evaluation by participants indicated that one of the most effective features of the program was the fact that it was based in the schools and not the University. This conclusion has led the University to alter its undergraduate teacher education program by placing it largely in Middletown area schools. Participants also agreed that the program was well designed for preparing white middle-class people for urban school teaching experiences.

There is some evidence that some of what was learned here has been adapted by the University of Connecticut New Haven Resident Training Center in its new program. The school persons reported pleasure with the careful planning, good follow-through and well prepared trainees provided by this project.

University of Connecticut  
West Hartford Public Schools, Hartford Public Schools  
Glastonbury Public Schools, North Haven Public Schools  
Whitby School, Greenwich, Connecticut; Farmington Public Schools

Open Classroom Demonstration Project  
1971-72

The "open" classroom in elementary schools is a form of teaching and classroom organization that has been widely publicized across the nation. Give the variety of forms this innovative practice can take, the University of Connecticut School of Education in cooperation with some nine model programs across the State provided an opportunity for teachers of teachers, administrators, school board members, and parents to observe and analyze these programs. Cooperating schools include the Aiken School, West Hartford; East Farm School, Farmington; Hopewell School, Glastonbury; Ridge Road School, North Haven; Whitby School, Greenwich; and four Hartford schools.

The project was designed to serve as a way of gathering and evaluating information concerning a current and innovative educational development in elementary education. Each school was identified as having well established open classroom programs. The variety of schools selected -- described by size, public and private, urban and suburban -- was an important aspect of the project.

All schools established particular administrative procedures and dates for three two-day visits including an orientation session before actual classroom observation and a one-half day post-observation discussion and evaluation session with teachers and administrators responsible for open classroom programs in the schools. Program information was distributed to visiting teams prior to the team's visit.

### Multi-Institutional Projects

Eastern Connecticut State College, Wesleyan University  
 University of Bridgeport, Ledyard Public Schools  
 Middletown Board of Education, Middletown Public Schools  
 Norwalk Board of Education, Bridgeport Board of Education

### Establishment Performance Objectives for In-Service and Pre-Service Teachers 1972-73

What makes a good teacher? What are the most important factors needed to develop good teachers? Are there really distinctly better ways to prepare teachers? Who should be responsible for such preparation? Are different types of teachers needed for different types of communities --- urban, suburban, rural?

These questions have been addressed by educators and institutions for many decades, but answers have often been simply opinions or impressions. During the past two years three Connecticut colleges and six communities have attempted to tackle these questions in an effort to obtain answers that are more than opinion. Partners in this joint effort are the University of Bridgeport and Bridgeport and Norwalk Public Schools; Eastern Connecticut State College and the Ledyard Public Schools; and Wesleyan University and the public schools of Middletown and Middletown-Durham Regional District #13.

The results of this cooperative project have been the establishment of three pilot teacher education centers which will provide models of pre-service and in-service teacher preparation and evaluation for urban, suburban, and rural school systems. In addition, a Clearing House for gathering and up-dating information on teacher preparation and evaluation was created at the New Haven Education Improvement Center.

Three major tasks have been addressed by the Centers and Clearing House:

1. The development of a catalog of specific teacher performance evaluation criteria for use by local school systems;
2. The development of ways for applying such teacher performance criteria in order to evaluate teacher performance in various types of communities and at various grade levels;
3. The development of means for better utilizing the resources of schools and universities in cooperative programs of professional improvement through the use of systematic teacher performance evaluations.

### The Clearing House (Education Improvement Center)

The Clearing House has operated as a coordinator for the pilot centers to overcome the possible danger of project isolation and thus to assure the greatest benefit to the entire public. National as well as pilot center information and data in the area of teacher performance evaluation have been gathered and catalogued. Workshops and materials have been and are being designed for local educators to implement and adopt in their schools. Newsletters describing the progress of pilot projects and

and bibliographies of over 300 items on teacher performance evaluation have been distributed throughout the State. To fulfill its mission of information gathering, information dissemination and pilot project coordination, the Clearing House has held conferences and workshops on procedures developed and tested in the pilot projects.

Eastern Connecticut State College - Ledyard Public Schools

A major focus of this pilot center has been the development of teacher performance evaluation criteria and procedures for use in rural-suburban public schools. A specific concern of this center has been the adaption of information provided by the Clearing House to the particular conditions of a specific community. During the last school year a team of principals, teachers, and college faculty developed a written document stating performance criteria for use with student teachers. Subsequently, student teachers and cooperating teachers have been working together to test the developed criteria. Workshops have been held and planned for further development of teacher performance evaluation criteria. A result of this center's work has been the creation of considerable interest from other rural and also urban school systems in creating teacher evaluation programs particularly suited to their communities.

Wesleyan University - Middletown Public Schools, Regional District #13  
Middlefield-Durham Public Schools

Experienced secondary school teachers have been working with University personnel in this semi-urban and suburban pilot center, systematically describing and going through the process of teacher performance evaluation. A major goal of this effort is not only to develop evaluation criteria but to create a model of training for teacher trainers or master teachers. A major result of the center's effort will be the development of personnel and programs that will at once provide the experienced teacher with suitable means for professional improvement and the student teacher with appropriate supervision. Cooperating teachers from Middletown area schools have participated in a series of seminars and workshop experiences to develop more sophisticated means of performance evaluation in working with inexperienced teachers. The center is working to be responsive to the public need for quality teachers while reducing professional suspicion and fear of teacher evaluation procedures that can promote such quality.

University of Bridgeport-Bridgeport Public Schools-Norwalk Public Schools

The Bridgeport area pilot center has concentrated effort on the experienced elementary school teacher in both the urban and suburban school setting. Focus has been on the education of teachers from early childhood education through the elementary grades in developing teaching performance goals that not only meet the needs of the schools but with which an individual teacher can be comfortable and successful.

The program of this center has included such characteristics as learning options for participants geared to their particular professional needs rather than a uniform program for all participants, provision for diagnosis of teacher needs and specifically tailored supervision to meet these needs, and the identification of teacher performance evaluation criteria that are suitable for both particular teacher and school. In addition, emphasis has been placed on the use of the

community as a whole -- not just schools and universities -- in teacher education through the use of community resource people.

The effects of this entire cooperative program in teacher education are beginning to be felt throughout the State. The demand for Clearing House materials indicated that cooperative school-university programs in the development of teacher performance evaluation criteria are acceptable by professionals. Some report that these programs serve the individual teacher without threatening his status, while utilizing more effectively the State's teacher training resources in assuring quality teacher preparation and performance.

The features of the PBTE projects that are most widely praised and appreciated are (a) help for teachers on-site; (b) basing more teacher education in schools; (c) more attention to individual differences of pre-service and in-service participants; (d) getting the University education people into the schools (as in-service development for them); (e) having free (or reduced cost) college credit; (f) using school persons as trainers instead of college personnel.

This activity is beginning to explicate the standards for performance by teachers and the characteristics of a training site. PBTE is seen as a change in the methodology of clinical experience; few have moved to systematically changing the other college components of undergraduate preparation or to describe the relationship between this new form of clinical experience and subject matter education.

Trinity College  
Hartford Board of Education

Training for Teachers of Puerto Rican Students  
1972-73

An effort to strengthen the city of Hartford's role as a major point of entry and residence for Puerto Rican families, Trinity College and the Hartford Board of Education have been engaged in an effort to develop a teacher preparation program responsive to the needs of Puerto Rican children. While the city schools have over 5500 Spanish surnamed students, or about 20 per cent of the total school population, many of their teachers are primarily English speaking with little or no particular knowledge of their students' native and local culture.

A major goal of the program has been to provide teachers with particular skills and promote the understanding needed to achieve success with Spanish-speaking. An anticipated result of such success will be keeping Puerto Rican students in school, reducing the drop-out rate which is estimated at 90 per cent nationally.

This pilot program consisted of four phases. Participants were given intensive language training in Spanish with emphasis on the particular characteristics of Puerto Rican speech. Subsequently, they were flown to Puerto Rico where they lived with Puerto Rican families for a week and visited various urban and rural areas of the island, particularly locales from which many Hartford families come, and met with Puerto Rican school teachers and administrators.

A third phase of the program emphasized life in the Puerto Rican community of Hartford. Participants learned about problems faced by Puerto Rican people in Hartford and the agencies established to meet their needs. A final phase focussed on the attitudes of teachers toward Puerto Rican people and particularly toward children in their classrooms. Seminars held during this phase were based on perceptions of teachers and observers in actual classrooms with predominantly Puerto Rican populations.

Following insights gained in a previous program for teachers of Puerto Rican students, this project further emphasized cooperative planning and implementation in order to assure meeting the needs of Hartford schools. Representatives of the Puerto Rican community were involved in program planning and selection of participants had to commit themselves to teaching classes of predominantly Puerto Rican children in the school year following the program.

The project was also designed to promote better teacher training throughout Connecticut. Graduate students or faculty representatives from other higher education insitutions in the State were asked to participate in an effort to assure sharing and dissemination of project results.

This project enabled another college to demonstrate its concern for the city and the community. There is evidence of need to further examine the involvement of the Puerto Rican community and professionals. The similarity to earlier projects at St. Joseph's suggests an opportunity to examine why college initiative takes this direction.

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10/25/73

### C. Major Findings

As one reviews the Pilot Project activities described above, one is struck by the fact that the emphasis on cooperatively changing clinical experience places P.A. 761 and P.A. 230 directly in the middle of educational reform and teacher education reform. This broader context raises the questions of leadership, strategy, resources. The pilot projects are useful as a partial response to this more comprehensive issue, particularly if they ultimately effect changes in certification and accreditation. The view of this study group is that the strategy exhibited by the Pilot Project activities is one of continued reaching out to include all persons interested in improving teacher education and encouraging the test of new ideas. This section discusses the more substantive issues imbedded in the seeming randomness and disarray of the project activities. While we point out both positive and negative aspects, we hope to indicate those instances that merit further indepth examination.

#### 1. Collaboration

There is evidence of collaboration. From a start where cooperation was described as agreeing to sign a piece of paper, the Pilot Projects have moved to instances where teachers, principals, college professors, college administrators and the student teachers themselves jointly plan, develop and evaluate the activities of a project. In 1973 such collaboration was evident at Eastern Connecticut, and for the most part at the University of Bridgeport. The PBTE consortium moved to another level of collaboration among institutions. The missing form of collaboration is within an institution of higher education between the education department and the liberal arts departments. Schools now sometimes distinguish between who takes the initiative and whom they will cooperate with. Some schools have begun to initiate programs that move beyond acquiring extra teaching support to using projects for on-going integrated curriculum development. Some are willing to raise the question of choosing

leadership indigenous to the school district. Wesleyan may well be an excellent case where in 1973 a school person is the visible leader of the project.

In most instances cooperation does not move beyond agreement between two key individuals, usually the director of student teaching and a principal. Most colleges have not opened the door to in-service credit for on-site activities by school personnel. Bridgeport may be an excellent example of inventing a mechanism through PBTE to provide for degree and credit recognition of in-service work in an integrated fashion.

The evidence for the most part is that doors have opened for joint program development but that few formal arrangements such as those envisioned in the law have developed. Content area professors are not involved. For the most part the structure and thrust of projects makes this cooperation improbable. Schools still do not often take the initiative. The interest in collaboration has been sparked but few persons have developed the habit of joint planning, joint implementation and joint evaluation.

## 2. Pluralism and Diversity

To date the Pilot Project activities have not been constituted to support a point of view. The projects undertaken were found to be solid, reasonable efforts to move existing boundaries a little.

The diversity of the projects funded has made it possible for the JTEC to seek out persons and ideas wherever they grew. Yet diversity can become so random or neutral that a concern for what is valid education is buried in randomness of on-going activity. The value of diversity comes from providing a selection of program alternatives within a general direction. The building of the PBTE consortium is an example of allowing alternatives within a given context.

The strength of the Pilot Projects is in fostering the acceptance and development of a program within the capability of an individual and an institution at a given point in time. More than one such project has been

attempted. Trinity's effort in bilingual education provides evidence of meeting an institution's readiness to seek credibility and relationship, at a given point in time. The Open Education Project at the University of Connecticut is an example of seeking out a project when there was an evident need for information about a new idea, and thus to assure an examination of the diverse classroom implementations of that idea.

The law and the information collected both argue for a continued support of diversity and pluralism with an increased effort in recording, analysis and sharing with others. Both also call for a more explicit strategy to encourage diverse projects testing more than one point of view of what is valid education. Institutions and individuals continue to need alternative and parallel opportunities to make choices among programs for improving clinical practice. Creative ideas of individuals continue to need encouragement and evaluation.

### 3. Legal Flexibility

There is an incongruity in the Pilot Project activities. While all parties developed projects in good faith, projects which begin to explore the complexity of clinical practice and the changes in teacher education which would come from changes in clinical experience, some specific details of the law have not been carried out. The JTEC and the Pilot Project directors face the every day dilemma of creative tension between legislative intent and keeping a program relevant to existing conditions, particularly where extensive in-service training was needed. To date, the law has survived the strain implicit in the ambiguity between what the projects were supposed to do (theoretically) and what the persons of the projects were able to do. We have heard no one ask that the law be changed. We have heard some requests that the legislative intent be clarified through some further guideline statements which support and recognize the divergent implementations as realistic and acceptable. Clearly, the legislative intent in this law is to support experimentation and research. The

experience of this law seems to suggest writing board laws accompanied by interpretative guidelines and by an active mechanism for legislative oversight. Some persons interviewed wondered aloud if the legislature was really interested in research and experimentation and if it really wanted to know what was happening out there in the schools other than through a report.

#### 4. Clinical Experience

Improving clinical experience is the unifying thread in all of this study: the law, the JTEC, the Advisory Committee, the Conferences, and the Pilot Projects. Many participants and trainees report a powerful experience using words such as: relevant, practical, visible, more intense. Over the five year period there is evidence of some success in improving clinical experiences in the classroom where school and college practice merge. There is evidence of success in improving the quality of pre-service and in-service experiences for teachers, specifically by increasing the amount of time invested and the kinds of experiences teachers are exposed to, discuss and test. One might examine further some of the intensive semester or year programs (for example at the University of Hartford).

The evidence also is that the colleges have not gone out to pick up the threads of what was learned by the experience: what was learned by the students and what was learned about a better clinical setting. Some projects did not deal at all with teaching the supervisors how to cope with a new clinical experience. Most projects lack formal statements on what supervisory practice was and now is. It may be that an opportunity was missed to describe actual cases of good teaching and to provide samples for revised certification and accreditation. One wonders if specific descriptions of clinical experience for student and probationary teaching might not be a major integral part of the accreditation of program approval process.

In many places we discovered the development of teacher sites--places where groups of teachers had been identified to work with a large number of undergraduates. We could not find, though, descriptions of these sites as centers for learning teaching skills, teaching roles, or curriculum. Nor could we find public recognition of what in the Pilot Project led to the identification and the training of these cooperating teachers. The explicit evidence of residue of effect of Pilot Projects will only be documented if these relationships are reported in detail.

#### 5. People Resources

The evidence is that the success of each project depended on the energy and imagination of one or two persons. The Pilot Projects have identified and recognized some of the "innovative" persons in teacher education. Some of these acknowledge that the state money has provided them recognition, ego support, and some flexibility to try out ideas.

There is evidence also that these persons are limited in number and often lack major institutional visibility. Except in those few instances where support has been given to a person over a long period of time, e.g. Robert Kranyck and his partners, leadership has not expanded nor has the institution accepted the project within its regular program. The process for proposal development has reinforced this recognition of the stars and not made it possible to widen the assortment of talent interested in and involved in the pilot projects. One wonders if it might be possible to address request for proposal to individuals on school or college faculties rather than to institutions, or might it be possible to provide experienced pilot project directors as technical advisors to others.

A similar issue around the question of recruitment and placement of trainees comes from the information provided. The intuitive match of program to needs has not often been accompanied by a deliberate effort to recruit trainees who could fit the competency profile needs described by a local school. There

is much evidence that programs were designed for new sites for those persons already in the teacher education programs. While some of these persons were recruitable for the schools, few were in fact hired for the schools they were trained to serve in.

In some instances, the program became an effective tool for the in-service education of the experienced teacher who was serving as cooperating teacher or supervisor. It is not clear how much this change in project focus was an artifact or a planned effort. There is evidence that the same training was very effective for the experienced teacher but minimally effective for the student teacher. There is little written about the development of these expert resources. Many now serve as a cadre for teacher preparation in school sites for other programs of the colleges. It seems their history and training might be usefully traced.

#### Summary

Much has been programmatically implemented which encourages collaboration, explores effective clinical experience, begins to specify competent supervision. There also exists patterns for decision making, program development and communication which could be made more explicit. There exists a credible, working network of people and activities that are at least interrelated around major points of impact on teacher education in Connecticut. The tracings of Pilot Project origins and influence are there. The new challenge may be to find ways to continue to reach out to include and to encourage new leaders.

#### D. Recommendations

The JTEC through P.A. 761 and P.A. 230 is one force that has stimulated thinking and action in teacher education reform in Connecticut. It has had a particular influence in some colleges and some schools on changing how teachers learn to teach. College students spend more time in public school classrooms: Observing, trying out and examining more different ways of teaching children. In many instances, the school teachers and administrators learn more about what and how to teach all the children in the class. More college professors are in the public schools. Many college and school system administrators know each other and work together to develop better ways to use each other's resources. The Pilot Project activities are not the only cause of all this but they have made many of these activities valid and reputable. In contrast to the state of affairs in some other places, many professionals in Connecticut who were involved in pilot projects now believe and act as if school and college cooperation is a normal activity. A spirit of cooperation and interdependence has grown; people feel good about the new spirit, see it as important, and consider it a required attitude for building effective programs.

The program development effort to date has well invested the approximately \$70,000 per year to accomplish modest goals. When one considers that a conservative estimate suggests that more than \$8,000,000 (A) a year is disbursed

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(A) estimate basis (for state supported colleges only)

|                                                                                    |                        |
|------------------------------------------------------------------------------------|------------------------|
| estimated number of degrees grants in education<br>(4,252 + 10% of subject fields) | 4,703                  |
| equivalent of one full semester contact hours (1)                                  | <u>x      15</u>       |
| total number contact hours                                                         | 42,327                 |
| Average state support per student<br>contact hour per year                         | <u>x      \$117.43</u> |
| TOTAL ESTIMATED SUPPORT PER YEAR                                                   | \$8,284,099.35         |

(1) many of the Pilot Projects provided at least the equivalent of a full semester of in-classroom experience.

by the state in supporting a professional semester at public higher education institutions, the accomplishments in assisting some colleges in redirecting significant portions of their teacher education programs is remarkable.

RECOMMENDATION I: NOW THAT THE PROGRAM HAS SOME EXPERIENCE, SOME VISIBILITY AND A CLIENTELE, IT SEEMS TO US THAT ITS CONTINUATION AS A LEVERAGE EFFORT REQUIRES A PLAN WHICH:

- (1) provides a statement of mission for the Pilot Projects;
- (2) describes Pilot Projects as a part of an overall strategy to meet the continuing need for quality teachers, to better use valuable school and college training resources to reach state priorities, and to place differently recruited and trained teachers in schools;
- (3) outlines a procedure for accreditation which supports school and college cooperation in planning, in pilot testing and in evaluation as three distinct activities. In addition, a procedure should be described which encourages institutions to implement with their own funds activities tested through the pilot projects.
- (4) provides for the essential technical assistance in planning and evaluation, in monitoring Pilot Projects and in writing reports of achievement for distribution to the profession and to the public.
- (5) lists the other related assignments accepted by the JTEC from the legislature, the State Board and the Commission, as well as assignments shared with other agencies or groups.
- (6) provides a mechanism for ongoing oversight by the legislature.

RECOMMENDATION II: WE ACKNOWLEDGE WHAT ALL OUTSIDE EVALUATORS AND THE ADVISORY COMMITTEE HAVE CONSISTENTLY RECOMMENDED: THE NEED FOR STAFF.

The evidence in this study shouts loudly that documentation and analysis are urgent if the Pilot Project learnings are to be shared with the public and the profession. The individual Pilot Project directors can only do one task at a time, and theirs is a role of implementing as best they can the idea the funded proposal outlines.

A central staff person is needed to describe the Pilot Project accomplishments in the larger framework of the law and the JTEC intent.

RECOMMENDATION III: AT THE SAME TIME, WE ARE CONCERNED THAT UNLESS THE FUNDING LEVEL INCREASES SIGNIFICANTLY RATHER IMMEDIATELY, THE ENORMOUS ENERGY, COMMITMENT, PERSISTENCE INVESTED IN THE PILOT PROJECTS BY AN INCREASING NUMBER OF PERSONS COULD BE VITIATED.

RECOMMENDATION IV: IF FUNDS DO NOT INCREASE, THE JOINT TEACHER EDUCATION COMMITTEE SHOULD CONSIDER RESTRICTING ITS EFFORTS TO TWO PROJECTS A YEAR: 80% OF THE FUNDS SHOULD BE EXPENDED IN ONE PROJECT WHICH EXPANDS COLLABORATIVE ARRANGEMENTS IN AN EXISTING AREA OF INTEREST SUCH AS THE PBTE CONSORTIUM, 20% OF THE FUNDS SHOULD BE EXPENDED IN ONE PROJECT WHICH TESTS A COMPLETELY NEW ALTERNATIVE APPROACH TO CLINICAL EXPERIENCE.

Grants should provide sufficient funds for careful documentation of project learnings for as long as three years.

RECOMMENDATION V: IN ADDITION, THE FUNDS AVAILABLE TO THE JTEC SHOULD BE USED IN COOPERATION WITH OTHER STATE AND REGIONAL AGENCIES WITH AN INTEREST AND EXPERTISE IN TEACHER EDUCATION TO PARTIALLY FUND A RESOURCE AND INFORMATION SERVICE AS PROPOSED IN P.A. 260.

The information available indicates an urgent need for such a neutral information exchange procedure.

RECOMMENDATION VI: THE LEVEL OF GROWTH AND IMPACT OF THE COOPERATION AND CHANGE IN CLINICAL PRACTICE SEEM TO US TO BE AT A POINT WHERE THE LEGISLATURE WOULD BE ENCOURAGED TO PROVIDE MORE FUNDS FOR THIS EFFORT IF A PLAN FOR FURTHER DEVELOPMENT IS PRESENTED BY THE JTEC.

While we believe a significant increase is needed to maintain leadership and to support the pluralism and diversity already developed, the amount of new dollars should be determined as part of a larger coordinated State Plan which describes needed developments over the next five years.

#### Summary

Much energy is ready to be harnessed in the schools and colleges at this time for the intent represented in this law. The suggested ingredients needed to release this energy are a structure, some support services, some more funds, and some procedures for reporting. The Pilot Projects with modest funding have achieved:

- (1) more time and exposure to classrooms for students learning to teach;
- (2) more communication and exchange between some colleges and schools;
- (3) a beginning set of descriptions of competent practice;
- (4) some redirection of programs at some institutions particularly to reach out to the needs of urban schools;
- (5) the creation of some clinical experience environments where what should be learned is being practiced.

The projects have accomplished a significant beginning in those areas the law was written to encourage.

The P.A. 761 and P.A. 230 has generated much of value and of broader professional interest. This report describes some of the achievements. There are many others that can only be made visible by repeated conversations from differing perspectives. A most impressive effort in program development is evident in the multiple activities encouraged by those who implemented this act. We are pleased to report that the Pilot Projects are encouraging some persons to attempt some major internal renewal in some colleges and schools in Connecticut. The inductive, supportive energy provided by the JTEC has convinced many that the classroom is the site for learning practice and for assessing the competency of teaching practice. The Advisory Committee, the Conferences, and those involved with Pilot Projects have organized many intuitive perceptions and experiences as a result of five years of effort. Capturing these discoveries will require constant documentation of some very exciting private professional dreams come to fruition, and their explanation to the others of us who seek to learn from the Pilot Project experiences.

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10/25/73

STATE BOARD OF EDUCATION - COMMISSION FOR HIGHER EDUCATION

Joint Teacher Education Committee

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Rev. 5/22/72 - mca

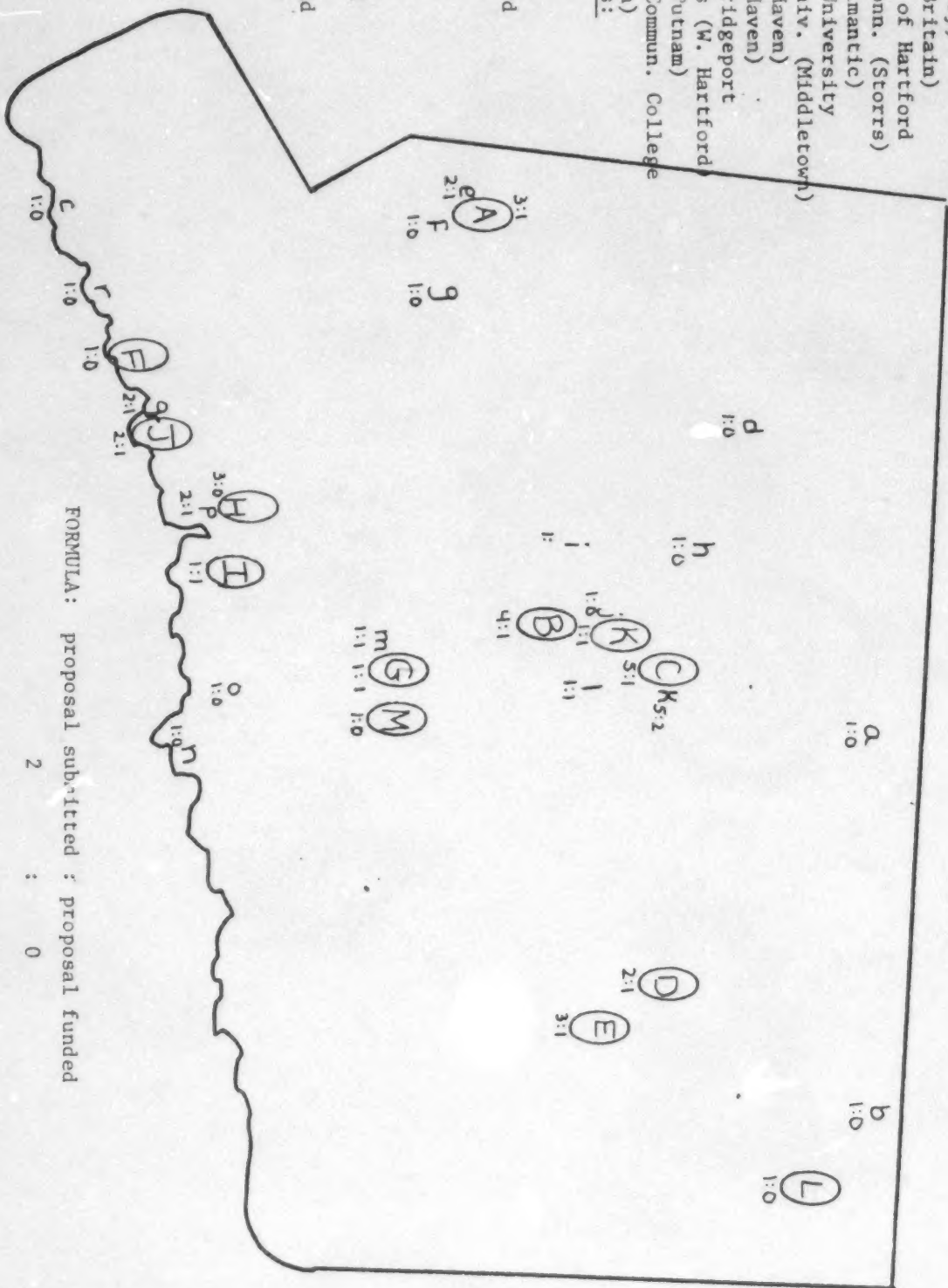
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- B CCSC (New Britain)
- C University of Hartford
- D Univ. of Conn. (Storrs)
- E ECSC (Williamantic)
- F Fairfield University
- G Wesleyan Univ. (Middletown)
- H SCSC (New Haven)
- I Yale (New Haven)
- J Univ. of Bridgeport
- K St. Josephs (W. Hartford)
- L Anshurst (Putnam)
- M Middlesex Commun. College (Middletown)

School Systems:

- a Enfield
- b Woodstock
- c Darien
- d New Hartford
- e Danbury
- f Bethel
- g Newtown
- h Avon
- i Farmington
- j W. Hartford
- k Hartford
- l Wethersfield
- m Middletown
- n Madison
- o Guilford
- p New Haven
- q Bridgeport
- r Norwalk



FORMULA: proposal submitted : proposal funded

2 : 0

# INSTITUTIONS AND SCHOOL SYSTEMS SUBMITTING PROPOSALS 1969-1970

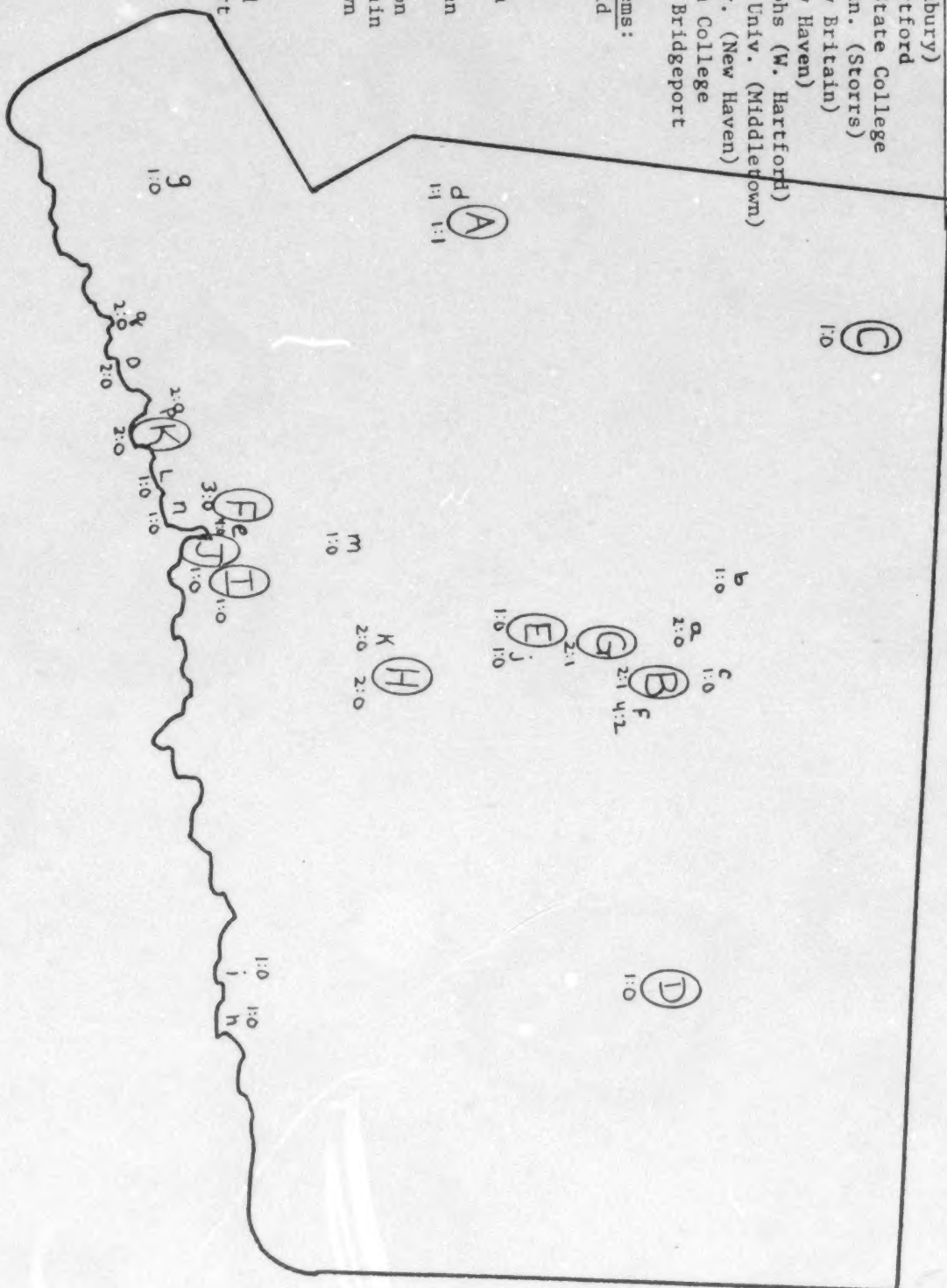
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### Higher Education Institutions:

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- B Univ. Hartford
- C Norfolk State College
- D Univ. Conn. (Storrs)
- E CCSC (New Britain)
- F SCSC (New Haven)
- G St. Josephs (W. Hartford)
- H Wesleyan Univ. (Middletown)
- I Yale Univ. (New Haven)
- J New Haven College
- K Univ. of Bridgeport

### School Systems:

- a Bloomfield
- b Simsbury
- c Windsor
- d Danbury
- e New Haven
- f Hartford
- g New Canaan
- h Groton
- i New London
- j New Britain
- k Middletown
- l Milford
- m Cheshire
- n W. Haven
- o Fairfield
- p Bridgeport
- q Westport



# INSTITUTIONS AND SCHOOL SYSTEMS SUBMITTING PROPOSALS 1970-1971

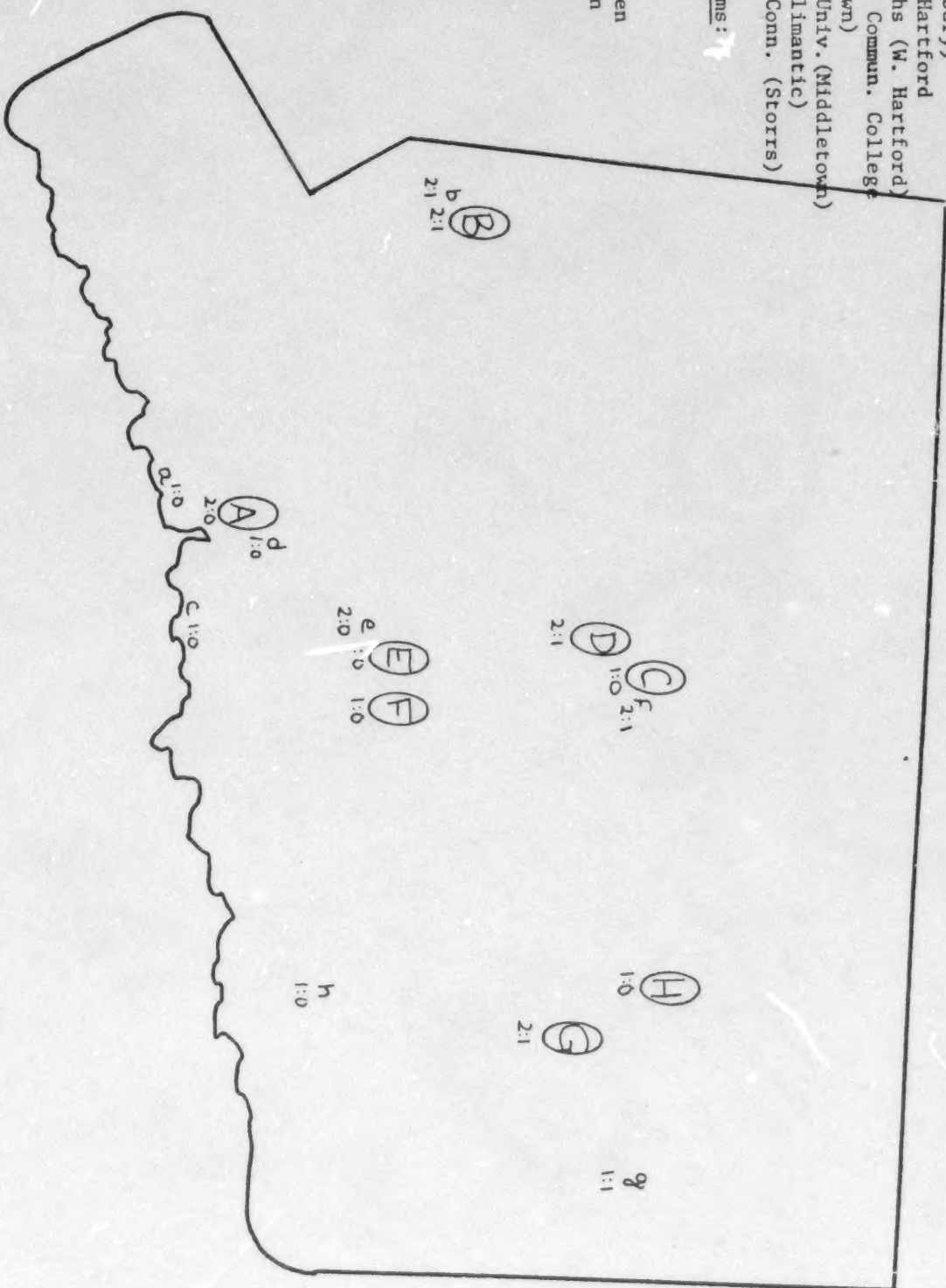
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### Higher Education Institutions:

- A SCSC (New Haven)
- B WCSC (Danbury)
- C Univ. of Hartford
- D St. Josephs (W. Hartford)
- E Middlesex Commun. College (Middletown)
- F Wesleyan Univ. (Middletown)
- G ECSC (Willimantic)
- H Univ. of Conn. (Storrs)

### School Systems:

- a Milford
- b Danbury
- c Branford
- d North Haven
- e Middletown
- f Hartford
- g Brooklyn
- h Oakdale



# INSTITUTIONS AND SCHOOL SYSTEMS SUBMITTING PROPOSALS 1971-1972

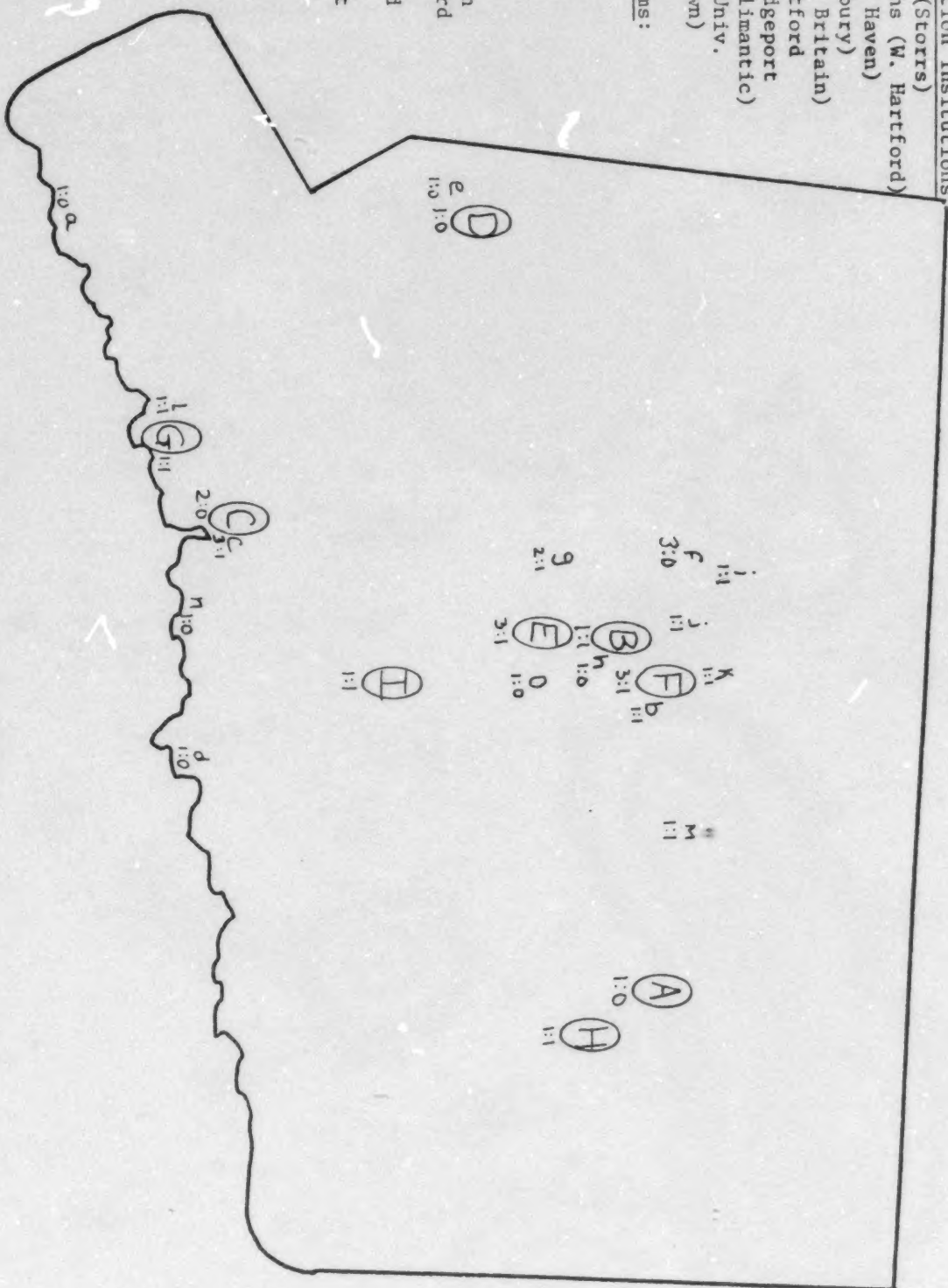
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## Higher Education Institutions:

- A U. Conn. (Storrs)
- B St. Josephs (W. Hartford)
- C SCSC (New Haven)
- D WCSC (Danbury)
- E CCSC (New Britain)
- F Univ. Hartford
- G Univ. Bridgeport
- H ECSC (Willimantic)
- I Wesleyan Univ. (Middletown)

## School Systems:

- a Larien
- b Hartford
- c New Haven
- d Madison
- e Danbury
- f Avon
- g Farmington
- h W. Hartford
- i Simsbury
- j Bloomfield
- k Windsor
- l Bridgeport
- m Vernon
- n Branford
- o Newington



# INSTITUTIONS AND SCHOOL SYSTEMS SUBMITTING PROPOSALS 1972-1973

## KEY:

### Higher Education Institutions:

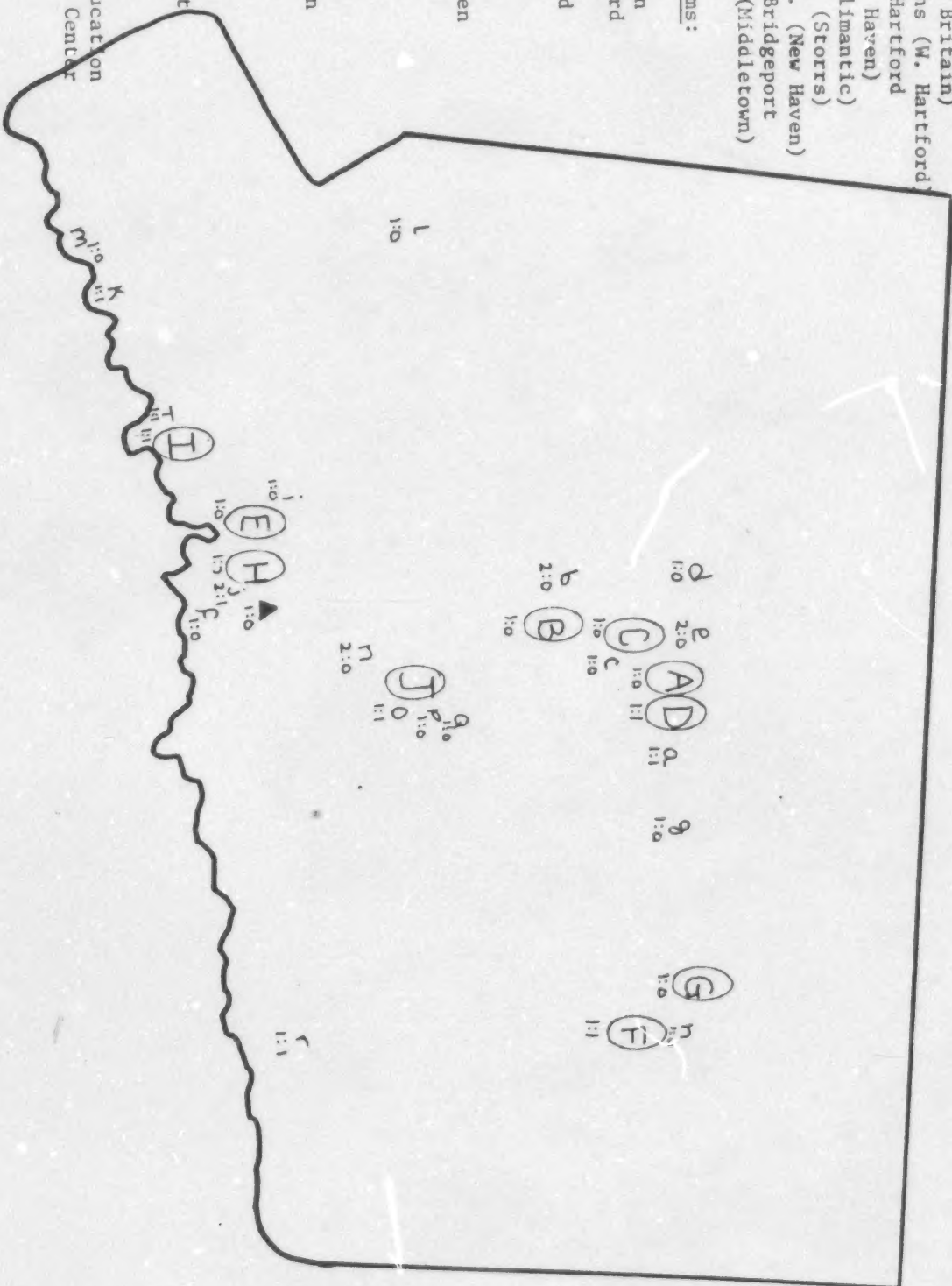
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- B CCSC (New Britain)
- C St. Josephs (W. Hartford)
- D Univ. of Hartford
- E SCSC (New Haven)
- F ECSC (Willimantic)
- G U. Conn. (Storrs)
- H Yale Univ. (New Haven)
- I Univ. of Bridgeport
- J Wesleyan (Middletown)

### School Systems:

- a Hartford
- b Farmington
- c W. Hartford
- d Avon
- e Bloomfield
- f Branford
- g Vernon
- h Chaplin
- i North Haven
- j New Haven
- k Norwalk
- l Redding
- m Stamford
- n Durham
- o Middletown
- p Portland
- q Cromwell
- r Ledyard
- t Bridgeport

### Other

- ▲ New Haven Education Improvement Center



# INSTITUTIONS AND SCHOOL SYSTEMS SUBMITTING PROPOSALS 1973-1974

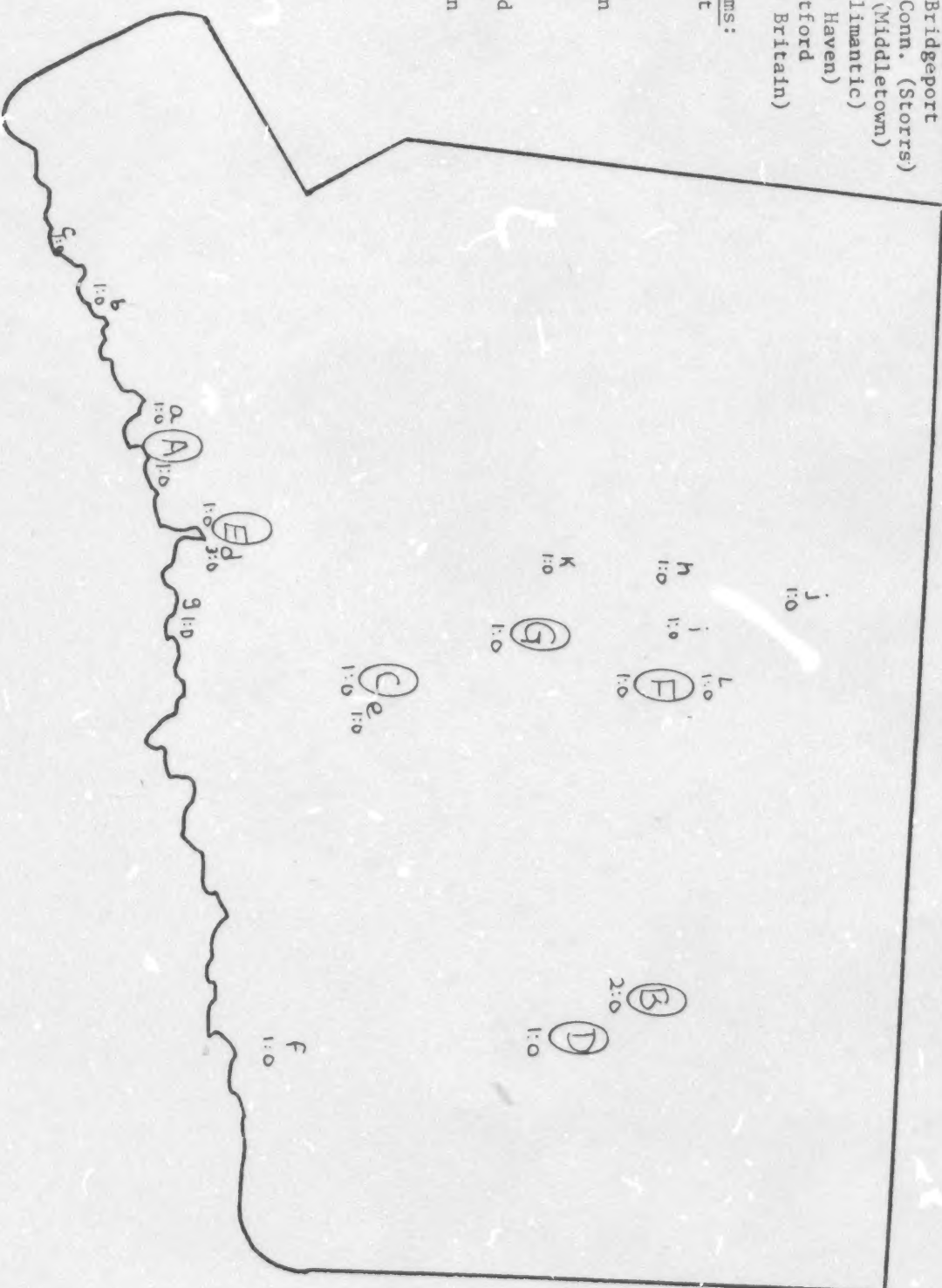
## Key:

### Higher Education Institutions:

- A Univ. of Bridgeport
- B Univ. of Conn. (Storrs)
- C Wesleyan (Middletown)
- D ECSC (Willimantic)
- E SCSC (New Haven)
- F Univ. Hartford
- G CCSC (New Britain)

### School Systems:

- a Bridgeport
- b Norwalk
- c Stamford
- d New Haven
- e Middletown
- f Ledyard
- g Branford
- h Avon
- i Bloomfield
- j E. Granby
- k Farmington
- l Windsor



# Higher Ed. Institutions

|   |                    |      |
|---|--------------------|------|
| A | WCSC               | 7:3  |
| B | CCSC               | 10:2 |
| C | Univ. Hartford     | 13:4 |
| D | Univ. Conn.-Storrs | 8:1  |
| E | ECSC               | 8:4  |
| F | Fairfield U.       | 1:0  |
| G | Wesleyan           | 7:3  |
| H | SCSC               | 12:0 |
| I | Yale               | 3:1  |
| J | U. Bridgeport      | 7:3  |
| K | St. Josephs        | 6:3  |
| L | Amhurst            | 1:0  |
| M | Middlesex Commun.  | 2:0  |
| N | Norfolk State      | 1:0  |
| O | New Haven College  | 1:0  |
| P | Trinity            | 1:0  |

(NOTE: ratio indicates number of proposals submitted to number funded)

## INSTITUTIONS AND SCHOOL SYS

1968 -

### School Systems

|   |              |      |    |                 |     |
|---|--------------|------|----|-----------------|-----|
| a | Enfield      | 1:0  | aa | Cheshire        | 1:0 |
| b | Woodstock    | 1:0  | bb | W. Haven        | 1:0 |
| c | Darien       | 2:0  | cc | Fairfield       | 2:0 |
| d | New Hartford | 1:0  | dd | Westport        | 2:0 |
| e | Danbury      | 6:3  | ee | Eranford        | 4:0 |
| f | Bethel       | 1:0  | ff | N. Haven        | 2:0 |
| g | Newtown      | 1:0  | gg | Brooklyn        | 1:1 |
| h | Avon         | 6:0  | hh | Oakdale         | 1:0 |
| i | Farmington   | 6:1  | ii | Vernon          | 2:1 |
| j | W. Hartford  | 3:0  | jj | Newington       | 1:0 |
| k | Hartford     | 13:7 | kk | Chaplin         | 1:0 |
| l | Wethersfield | 1:1  | ll | Redding         | 1:0 |
| m | Middletown   | 7:2  | mm | Stamford        | 2:0 |
| n | Madison      | 2:0  | nn | Durham          | 2:0 |
| o | Gullford     | 1:0  | oo | Portland        | 1:0 |
| p | New Haven    | 14:2 | pp | Cromwell        | 1:0 |
| q | Bridgeport   | 7:3  | qq | Ledyard         | 2:1 |
| r | Norwalk      | 3:1  | rr | N.Haven Ed.Ctr. | 1:0 |
| s | Bloomfield   | 6:1  | ss | E. Granby       | 1:0 |
| t | Simsbury     | 2:1  |    |                 |     |
| u | Windsor      | 3:1  |    |                 |     |
| v | New Canaan   | 1:0  |    |                 |     |
| w | Groton       | 1:0  |    |                 |     |
| x | New London   | 1:0  |    |                 |     |
| y | New Britain  | 1:0  |    |                 |     |
| z | Milford      | 2:0  |    |                 |     |



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INSTITUTIONS AND SCHOOL SYSTEMS SUBMITTING PROPOSALS

1968 - 1974



Questions for Evaluation Team  
Connecticut Pilot Project Study  
August 20, 1973

A series of questions were discussed as basic to the study

1. What is the law? (copy attached) What is the gap between practice and intent? Did practice give credibility and visibility to intent of legislators, and originators? What is the procedure for appropriations? Who sends the check to whom?
2. What is the broader political social context of the Project? (Events, amount of dollars spent on teacher education by higher education, districts, existing regulations and laws) How was it expected that the selected activities would exert leverage on the existing and other (EPDA, ESEA) resources? Was there any evidence of relationship between these?
3. How is collaboration described?
  - a) continuing mechanism for planning and evaluation
  - b) some permanent decision making body
  - c) philosophical agreement as well as fiscal cooperation

other questions: Who initiated the arrangement? Who controlled the funds? Was it someones idea that others were asked to go along with or was there a need identified that this mechanism was designed to respond to?
4. What evidence is there that a college or part of a college changed.
5. What agreements were there on
  - collaboration
  - developing specific products, objectives, or roles
  - changing (reforming) schools
  - changing universities
  - changing type of personnel trained
  - changing setting and activites of practice teaching or internship
6. What evidence is there that change in what is being done was accompanied by change in attitudes.
7. What evidence is there that change continues? What happened when funding was cut off? What happened when personnel moved?
  - did the activity move with the personnel
  - did it flop
  - did a change in personnel redirect effort (This would be strong evidence of institution interest).

Was it designed to overcome personnel shift?

8. Was the innovation or activity picked up by someone else? Who, Where? How did anyone find out about the project? Was any effort made to implement a model on a larger scale?
9. What publicity was given to the activity? Was there any press description after the first year?
10. What was money spent for? How much money was available when? What was cut when reductions were announded?
11. How does this activity fit into the Master Plan activity of the Commission?

# INTERVIEW SCHEDULE FOR PERSONNEL IN FUNDED PROJECTS

Introduction: As part of the evaluation program for the Joint Teacher Education Committee Projects, some personnel in funded projects will be interviewed by phone or personal contact. The following questions would be the basis for the interview. Please indicate on the attached card whether you are willing to be interviewed and if so whether you would prefer a phone or personal contact.

1. Did you have more than one project approved?
2. Did you have any projects turned down?
3. What are the two most important things you were trying to accomplish in your funded projects?
4. What predicted outcomes occurred?
5. Did you respond to any unforeseen events?
6. What changes did you make in your project? Why?
7. What predicted outcomes did not occur? Why?
8. How has teacher education changed at your institution as a result of the project?

9. What Commission or State Department assistance did you receive during your project?

10. How often did you meet and talk with people in other projects?

11. Would you engage in such a project again? Why?

What are two changes you would make if you were to begin again?

12. In your recollection were the proposal guidelines helpful? How?

13. Would you change the process by which proposals were solicited and evaluated and funds awarded? How?

14. Are you or your institution still being influenced by what was learned in this project?

15. What suggestions would you make for improving the legislation that brought about the projects?

# INTERVIEW SCHEDULE FOR PERSONNEL IN NON-FUNDED PROJECTS

**Introduction:** As part of the evaluation program for the Joint Teacher Education Committee Projects, some personnel in the non-funded projects will be interviewed by phone or personal visit. The Committee feels that something valuable can be learned from those who did not receive funds as well as from those who did. The following questions would be the basis for the interview. Please indicate on the attached whether you are willing to be interviewed and if so whether you would prefer a phone interview or personal interview.

1. What are two things you would have attempted to do in your project?
2. Why do you think your project was not approved?
3. In your recollection, were the proposal guidelines helpful? How?
4. Have you participated at all in the activities of any of the projects funded by the Joint Teacher Education Committee? If yes, how?
5. Have you accomplished any of the goals of your project, even though you received no funds? If yes, what goals?
6. Has anything changed in your institution's efforts in teacher education as a result of its involvement in the Pilot project program?

7. Does the pilot project activity encourage closer collaboration in teacher education between colleges and schools?

8. Would you submit a proposal again if another opportunity were presented?

9. Other